



**University of
Nottingham**

UK | CHINA | MALAYSIA

Environmental Biology

Course Handbook

2017-2018

Please note that all of the information given in this Student Course Handbook was correct at the time of going to press; Schools reserve the right to amend course structures or information and amend, substitute or withdraw modules detailed in this publication. Comments or feedback on the contents of this handbook are welcome, and will be used in the revised edition for 2018-2019. Any comments concerning this publication should be addressed to Kathy Wilson (Student Service Centre Manager) at the Sutton Bonington Campus or e-mail Kathy.Wilson@Nottingham.ac.uk.

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

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1 Dates for Your Diary

Term dates

Autumn Term

Monday 25 September 2017 – Friday 15 December 2017

Spring Term

Monday 15 January 2018 – Friday 23 March 2018

Summer Term

Monday 23 April 2018 – Friday 22 June 2018

Semester dates

Autumn Semester

Monday 25 September 2017 – Saturday 27 January 2018

Spring Semester

Monday 29 January 2018 – Friday 22 June 2018

Exam dates

Autumn Semester

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

Spring Semester

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

Late summer resits

Monday 20 August 2018 to Wednesday 29 August 2018 – excluding
Saturday 25 August 2018

2 Course Handbook

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

3 The School of Biosciences

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

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

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

4 Advice

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

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

- Most lecturers teach at a faster pace than you may be used to from school or college.
- Develop good note taking skills early in your university career.
- Lectures are progressive, i.e. each one builds on the last. Missing lectures is therefore dangerous, as is ignoring things that you didn't fully understand at the time.
- Module Conveners may issue a book list. Check with academic staff and 2nd and 3rd year students which are the most valuable to buy. You may not be able to afford them all. Books on your reading lists can be borrowed from the Libraries.
- You should expect to work outside of class time. This may include reading, rewriting your notes, doing coursework, writing reports, etc.
- Don't be afraid of asking questions in lectures. Lecturers like to know that students are following what they are saying. The question you ask may be exactly what other students were wondering but were afraid to ask. Most lecturers will provide opportunities for questions. You can also ask for help outside of lecture time.
- Don't be afraid to approach staff for help. Their offices are accessible to you and they have telephones and email. They are busy people but a large part of their work involves dealing with students. Please see "office hours" section for further details of how to make appointments with academic staff.
- Make use of their time, advice, experience and expertise.
- Remember that activities continue after the exams and that you are required to remain at the University until the end of each semester.
- Never hesitate to see the lecturer if you are having difficulty with his / her module or don't understand why you were given a particular mark
- Handing in coursework late means losing marks. 5% will be lost for every working day late.
- The School has a Learning Community Forum with staff and student representatives from each year. Use this system to make constructive comments about your course.
- If you become ill and have to miss more than a couple of days, or a coursework deadline, or if your performance in an exam is affected, go to see your tutor and complete an Extenuating Circumstances Form and on the website:
<http://www.nottingham.ac.uk/academic-services/quality-manual/assessment-and-awards/extenuating-circumstances-policy-and-procedures.aspx>
- Missing an exam for any reason is extremely serious and should be avoided if at all possible. Let your Tutor know IMMEDIATELY and complete an extenuating circumstances form available as above.
- Check your email daily and Moodle updates; otherwise you may miss vital information.

5 Student Commitment

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

You are required to:

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

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

6 Your School and Your Studies

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

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

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

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

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

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

7 Staff Roles

Role In School	Staff Member	Location <i>See key at end of table</i>	Tel	Email @nottingham.a c.uk
Head of School	Prof Simon Langley-Evans	MB	16139	Simon.Langley-Evans
Head of Operations	Dr Sarah Johnson	MB	16000	Sarah.Johnson
PA to Head of School and Head of Operations	Ms Susan Blencowe	MB	16010	Susan.Blencowe
Student Service Centre, Senior Manager	Ms Yvonne Allen	Barn	86500	Yvonne.Allen
Welfare Manager	Miss Helen Wells	MB	16003	SS-Welfare-SB
4-Year Degree Tutor (International Year)	Mrs Rachel Jessop	BABS	16162	Rachel.Jessop
Marketing Manager	TBC	MB	16607	
Student Service Centre Programme Administrator	Student Services	Barn	86500	SS-Programmes-SB
IT Support Officer	Mr Gary Smith	JCG	16511	IT-Support-SB
U21 Co-ordinator	Mrs Rachel Jessop	Barn	16162	Rachel.Jessop
Student Service Centre Administrator	Mrs Elena Staves	Barn	18273	Elena.Staves
Student Service Centre Senior Administrator	Mrs Elisabeth Richmond	Barn	86500	SS-Assessments-SB

Building Locations

Barn = Barn Building
 GB = Gateway Building
 MB = Main Building
 SL = South Lab Building
 SO = School Office, Main Building
 JCG = James Cameron Gifford Library

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

Key Roles	Name	Building	Tel	Email @nottingham.ac.uk
Warden Bonington Hall	Dr Ian Hardy	SL	16052	Ian.Hardy
Senior Tutors	Prof Martin Luck Dr Liz Bailey Dr Kristelle Brown	SL	16309 16255 30723	Martin.Luck Liz.Bailey Kristelle.brown
Semester 1 Tutor	Dr Kevin Pyke	PCS	13216	Kevin.Pyke
Exam Officer	Dr Matthew Elmes	NL	16183	Matthew.J.Elmes
Director of International Studies	Dr Marcos Alcocer	NL	16103	Marcos.Alcocer
Biosciences Director of Learning and Teaching	Dr Fiona McCullough	NL	16118	Fiona.Mccullough
Malaysia School Coordinator	Dr Marcos Alcocer	PCS	16103	Marcos.Alcocer
Study Abroad Co-ordinator (U21/University-wide, Erasmus+, Summer Schools abroad)	Mrs Rachel Jessop	Barn	16162	Rachel.Jessop
Industrial Placement Officers & School Placement Officers	Dr Judith Wayte Mrs Rachel Jessop	Barn	16171 16162	Judith.Wayte Rachel.Jessop

Building Locations

Barn = Barn Building

FS = Food Sciences

GB = Gateway Building

NL = North Lab

PCS= Plant and Crop Sciences

SL = South Lab Building

Course Directors	Name	Building <i>See key at end of table</i>	Tel	Email @nottingham. ac.uk
Agriculture Agricultural and Crop Science Agricultural and Environmental Science Agricultural and Livestock International Agricultural Science	Dr C Sietto	SL	16306	Christina.sietto
Animal Science	Dr A Waterfall	SL	16307	Alan.Waterfall
Applied Biology & Biotechnology	Dr Nagamani Bora (Mani)	PCS	TBC	Nagamani.Bora
Environmental Biology	Dr Ruth Blunt	Gateway Building, SB, or B47, Life Sciences, UP	16288	Ruth.Blunt
Environmental Science	Dr Ruth Blunt	Gateway Building, SB, or B47, Life Sciences, UP	16288	Ruth.Blunt
Food Science & Nutrition and Food Science	Dr D Gray	FS	16147	David.Gray
Microbiology	Dr J Hobman	FS	16166	Jon.Hobman
Master of Nutrition and Dietetics	Dr Amanda Avery	NS	16118	Amanda.Avery
Nutrition	Dr P Jethwa	NL	16604	Preeti.Jethwa
Plant Science	Dr Kevin Pyke	PCS	13216	Kevin.Pyke

Building Locations

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

8 Academic Staff and Locations

Name	Room	Telephone Number	Divisions*
Dr R Alberio	B223, South Laboratory Building	0115 951 6304	AS
Dr M Alcocer	C09, Bioenergy and Brewing Science Bldg	0115 951 6103	NS
Dr R Anand-Ivell	B216, South Laboratory Building	0115 951 6298	AS
Dr A Avery	49D, North Laboratory Building	0115 951 6238	NS
Dr E Bailey	C21, The Gateway Building	0115 951 6255	AES
Dr M Bell	B228, South Laboratory Building	0115 951 6056	AES
Ms M Benlloch Tinoco	A18, Food Sciences Building	0115 951 6146	FS
Prof M J Bennett	C06, Plant Sciences Building	0115 951 3255	PCS
Dr A Bishopp	C12, Plant Sciences Building	0115 951 6337	PCS
Dr R Blunt	B47, Life Sciences Building or C18 Gateway Building	0115 951 3238	AES
Dr N Bora	B06, Bioenergy and Brewing Science Bldg	0115 951 6011	PCS
Dr J Brameld	43, 1 st Floor, North Laboratory Bldg	0115 951 6133	NS
Prof M Broadley	A05, Plant Sciences Building	0115 951 6382	PCS
Dr K Brown	B20, Food Sciences Building	0115 951 6509	FS
Dr N Chapman	C34, Plant Sciences Building	0115 951 6032	PCS
Dr L Coneyworth	58, 2 nd Floor, North Laboratory Bldg	0115 951 6124	NS
Prof I F Connerton	B28, Food Sciences Building	0115 951 6119	FS
Dr D Cook	C04, Bioenergy and Brewing Science Bldg	0115 951 6245	FS
Prof N Crout	C19, The Gateway Building	0115 951 6253	AES
Prof C E R Dodd	B30, Food Sciences Building	0115 951 6163	FS
Dr S Egan	C21, School of Veterinary Medicine and Science	0115 951 6659	VS
Mrs S Ellis	40, 1 st Floor, North Laboratory Bldg	0115 951 6170	NS

Dr M Elmes	53, 2 nd Floor, North Laboratory Bldg	0115 951 6183	NS
Dr I Fisk	A28, Food Sciences Building	0115 951 6037	FS
Dr R Ford	C03, Bioenergy and Brewing Science Bldg	0115 951 6685	FS
Prof T Foster	B29, Food Sciences Building	0115 951 6246	FS
Dr M J Foulkes	312, South Laboratory Building	0115 951 6024	PCS
Dr R G Fray	C33, Plant Sciences Building	0115 951 6371	PCS
Dr A P French	C08a, Plant Sciences Building	0115 951 6374	PCS
Prof P C Garnsworthy	B203, South Laboratory Building	0115 951 6065	AS
Dr Z Gonzalez-Carranza	C11, Plant Sciences Building	0115 951 6335	PCS
Dr N Graham	C30, Plant Sciences Building	0115 951 6681	PCS
Dr D Gray	A29, Food Sciences Building	0115 951 6147	FS
Prof S E Harding	A15, NCMH, The Limes	0115 951 6148	FS
Dr I Hardy	C26, The Gateway Building	0115 951 6052	AES
Dr J Harris	C18, Vet School	0115 951 6316	AS
Dr K Harris-Adams	C311, South Laboratory Building	0115 951 6066	AES
Dr P J Hill	B21, Food Sciences Building	0115 951 6169	FS
Dr J L Hobman	B22, Food Sciences Building	0115 951 6166	FS
Prof M J Holdsworth	301B, South Laboratory Building	0115 951 6046	PCS
Mrs Rachel Jessop	C05, Bioenergy and Brewing Science Bldg	0115 951 6162	FS
Dr P Jethwa	55, North Laboratory Building	0115 951 6604	NS
Prof I P King	C21, Plant Sciences Building	0115 951 6372	PCS
Dr J King	C26, Plant Sciences Building	0115 951 6780	PCS
Dr B Lomax	C24, The Gateway Building	0115 951 6258	AES
Prof M R Luck	B207, South Laboratory Building	0115 951 6309	AS
Dr S Lydon	C08, Plant Sciences Building	0115 951 6289	PCS

Dr J Majewicz	37, 1 st Floor, North Laboratory Building	0115 951 6106	NS
Dr G Mann	B208, South Laboratory Building	0115 951 6326	AS
Dr J Margerison	B209 South Laboratory Building	0115 951 6301	AS
Dr K May	50, 2 nd Floor, North Laboratory Building	0115 951 8823	NS
Dr S Mayes	301C, South Laboratory Building	0115 951 6082	PCS
Dr F S W McCullough	26, 1 st Floor, North Laboratory Building	0115 951 6118	NS
Dr K Mellits	B26, Food Sciences Building	0115 951 6172	FS
Dr K M Millar	B67, Vet School	0115 951 6303	AS
Prof S Mooney	C31, The Gateway Building	0115 951 6257	AES
Dr E H Murchie	301C, South Laboratory Building	0115 951 6234	PCS
Mrs J Orr	40, 1 st Floor, North Laboratory Building	0115 951 6170	NS
Dr T Parr	53A, 2 nd Floor, North Laboratory Bldg	0115 951 6128	NS
Miss J Pearce	49G, 2 nd Floor, North Laboratory Bldg	0115 951 6105	NS
A/Prof K Porter	30, 1 st Floor, North Laboratory Bldg	0115 951 6756	NS
Dr C Powell	C02, Bioenergy and Brewing Science Bldg	0115 951 6191	FS
Dr S Price	CO8, Bioenergy and Brewing Science Bldg	0115 951 6742	FS
Dr K Pyke	C09, Plant Sciences Building	0115 951 3216	PCS
Dr D Quain	C08, Bioenergy and Brewing Science Bldg	0115 951 6160	FS
Dr C Raaff	26, North Laboratory Bldg	0115 951 6121	NS
Dr S Ramsden	308, South Laboratory Building	0115 951 6078	AES
Dr A Rasmussen	A15, Plant Sciences Building	0115 951 6504	PCS
Dr R Ray	303, South Laboratory Building	0115 951 6094	PCS
Dr C E D Rees	B23, Food Sciences Building	0115 951 6167	FS
Prof K Ritz	C22 Gateway Building	0115 951 6288	AES
Dr T P Robbins	C27, Plant Sciences Building	0115 951 6329	PCS
Dr A Rosenthal	A24, Food Sciences Building	0115 951 6038	FS

Prof A M Salter	32A, 1 st Floor, North Laboratory Bldg	0115 951 6120	NS
Prof D Salt	A06, Plant Sciences Building	0115 951 6339	PCS
Dr D Scott	B19, Food Sciences Building	0115 951 6221	FS
Prof G Shaw	C29, The Gateway Building	0115 951 3206	AES
Dr C Sietto	C304, South Laboratory Building	0115 951 6082	AES
Prof K D Sinclair	B210, South Laboratory Building	0115 951 6053	AS
Dr M S Sjogersten	C27, The Gateway Building	0115 951 6239	AES
Dr D L Sparkes	330, South Laboratory Building	0115 951 6074	PCS
Dr D Stekel	C20, The Gateway Building	0115 951 6294	AES
Dr C Stevenson	A57, Vet School	0115 951 6055	AS
Dr R Stoger	B232, South Laboratory Building	0115 951 6232	AS
Dr A Swali	A20, Food Sciences Building	0115 951 6578	FS
Dr R Swarup	C31, Plant Sciences Building	0115 951 6284	PCS
Dr D Sweetman	B234, South Laboratory Building	0115 951 6019	AS

Dr J A Swift	57a, 2 nd Floor, North Lab	0115 951 6178	NS
Dr R Tarlington	School of Veterinary Medicine and Science	0115 951 6273	VS
Dr M Taylor	52, 2 nd Floor, North Laboratory Bldg	0115 951 6104	NS
Prof G Tucker	C09, Bioenergy and Brewing Science Bldg	0115 951 6126	NS
A/Prof N Walker	49H, 2 nd Floor, North Laboratory Bldg	0115 951 6594	NS
Dr A Waterfall	B224, South Laboratory Building	0115 951 6307	AS
Dr S Welham	24, North Laboratory Building	0115 951 6129	NS
Dr D Wells	C07, Plant Sciences Building	0115 951 6373	PCS
Dr H West	C28, The Gateway Building	0115 951 6268	AES
Mrs E Weston	A22, Food Sciences Building	0115 951 6146	FS
Dr G White	B227, South Laboratory Building	0115 951 6068	AS
Dr K Whitehead	28A, 1 st Floor, North Laboratory Bldg	0115 951 6136	NS
Prof P Wilson	332, South Laboratory Building	0115 951 6075	AES
Prof Z A Wilson	A03, Plant Sciences Building	0115 951 3235	PCS
Prof J Wiseman	B205, South Laboratory Building	0115 951 6054	AS
Dr B Wolf	A27, Food Sciences Building	0115 951 6134	FS
Dr S Young	C25, The Gateway Building	0115 951 6256	AES

***Divisional codes**

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

9 Course Structure, Organisation and Choosing Your Modules

The Academic Year

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

The following definitions might be helpful to you:

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

And for a Master of Nutrition and Dietetics or MSci degree

- Year 4 (120 credits) Level 4

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

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

Choosing Optional Modules

Preliminary Module Choices for 2018/19 (for courses that have optional modules)

In early May 2018, we will be inviting you to make preliminary module choices for the 2017/18 academic year. This year we will be using an online form which will be available from early May 2018.

We will contact you again in early May, before the online form opens, with a link and instructions and with more information about how to check which modules are available in 2018/19, and how to confirm the requirements of your programme of study. This communication will be by email (to your University account) and via Moodle. It is really important you keep an eye out for this message so that you are ready to make your choices.

In the meantime if you have any questions about your module choices please contact us using the online enquiry form at www.nottingham.ac.uk/studentservices/contact-us and choose 'module choice' from the list of things we can help you with.

10 Environmental Biology C150

Director: Dr Ruth Blunt **Telephone:** 0115 951 3238 **E:** Ruth.Blunt@nottingham.ac.uk

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

Qualifying Year (Year 1)

Compulsory

Students must take all modules in this group

Code	Title	Credits	Taught
C111E1	Global Environmental Processes	20	Autumn
C11BE1	Tutorials in Environmental Science	20	Full Year
D212E4	Environmental Science and Society	20	Full Year
C11LOE	Life on Earth	20	Full Year
C11EEB	Evolution, Ecology and Behaviour	20	Full Year

Restricted

Students must take 20 credits of optional modules. Suggested options are listed below

Code	Title	Credits	Taught
C51201	Micro-Organisms and Disease	10	Spring
D212A1	Grassland Management	10	Spring
F81126	On Earth and Life	10	Spring

Part I (Year 2)

Compulsory

Students must take all modules in this group

Code	Title	Credits	Taught
D223E2	Environmental Management Field Course	10	Autumn
C123E3	Soil Science	10	Autumn
C12ECO	Ecology	20	Autumn
D224E6	Environmental Science in Practice	20	Spring

Restricted

Students must take 60 credits of optional modules. Suggested options are listed below

Code	Title	Credits	Taught
C12458	Biological Photography and Imaging 1	10	Spring
F82228	Patterns of Life (10cr) Autumn	10	Autumn
V12235	Environmental History: Nature and the Western World, 1800-2000	20	Spring
N12122	Managing Tourism and the Environment: Conflict or Consensus?	10	Spring
C123E7	Climate Change Science	10	Autumn
N12109	Tourism futures: the challenge of sustainability	10	Autumn
D224E4	Computer Modelling in Science: Introduction (UP)	20	Spring
C12477	Evolutionary Biology of Animals	10	Spring
D223E4	Ecosystem Processes	10	Autumn
D224P7	Plant Pests and Diseases	20	Spring
C124E0	Soil and Water Science	20	Spring

C12ABP	Animal Behaviour and Physiology	20	Spring
D224P9	The Green Planet	20	Spring

Part II (Year 3)

Compulsory

Students must take all modules in this group

Code	Title	Credits	Taught
D23BE1	Research Project in Environmental Science	40	Full Year

Restricted

Students must take 80 credits of optional modules. Suggested options are listed below

Code	Title	Credits	Taught
C43541	Conservation Genetics	10	Autumn
C13582	Biological Photography and Imaging 2	10	Autumn
C135E5	Environmental Pollution Field Course	10	Autumn
C13592	Evolutionary Ecology	10	Autumn
C135E8	Arctic Ecology Field Course	10	Autumn
D235Z5	Applied Bioethics 1: Animals, Biotechnology and Society	10	Autumn
D236Z6	Applied Bioethics 2: Sustainable Food Production, Biotechnology and the Environment	10	Spring
C136E6	Environmental Biotechnology	10	Spring
C13696	Conservation	20	Spring
C135E9	Computer Modelling in Science: Applications	20	Autumn
D236E2	Geobiology	10	Spring
C136E7	Environmental pollutants: fate, impact and remediation.	20	Spring

11 Table of Modules

Title	Saturn code	Campus code	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
Biosciences Tutorials (Academic Development) & Foundation Sciences The Biosciences and Global Food Security Biochemistry – The Building Blocks of Life Genes and Cells 1 Animal Biology	D21BG1	BIOS1028	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	BIOS1014	10	10	10	10	10	10	10	10				10	10		10
	D21BN2	BIOS1009	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
	D211P1	BIOS1001	10			10	10	10	10	10				10	10		10
	D211A2	BIOS1015	10	10	10		10	10									
Introduction to Nutrition Agricultural Business in the Global Economy Microbes and You The Physiology of Microbes Dietetics Tutorial (academic Development)	D21BN1	BIOS1008					10 of 20	10 of 20		10 of 20			10 of 20		10 of 20	10 of 20	
	D211A3	BIOS1022		20	20												
	D21BF3	BIOS1020												10 of 20			
	D21BF7	BIOS1027							10 of 20					10 of 20			
	D21BN6	BIOS1029								5 of 10							
Introduction to Dietetics Food Commodities and Primary Processing Food and Physiology Food Materials and Ingredients	D21BN5	BIOS1021								5 of 10							
	D211F4	BIOS1024											10			10	
	D211F5												10	10		10	
	D21BF1	BIOS1010											10 of 20		10 of 20	10 of 20	
	D21BN4	BIOS1019								10 of 20					10 of 20		
Global Environmental Processes (UP) Environmental Geoscience (UP) Evolution, Ecology and Behaviour Tutorials in Environmental Science (UP) Environmental Science and Society	C11E1	BIOS1004									20	20					
	C11E5	BIOS1013										20					
	C11EEB										10 of 20						
	C11BE1	BIOS1011									10 of 20	10 of 20					
	D212E4	BIOS1026								10 of 20	10 of 20	10 of 20					
Life on Earth (UP) Plant Science Research Tutorials	C11LOE	LIFE1030															
	D212P5	BIOS1017				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.

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

Title	Saturn code	Campus code	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
Biosciences Tutorials (Academic Development) and Foundation Sciences Biochemistry – The Building Blocks of Life Applied Genetics Introduction to Nutrition The Physiology of Microbes Microbes and You	D21BG1	BIOS1028	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	BIOS1009	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	BIOS1002					10	10	10					10			10
	D21BN1	BIOS1008					10 of 20	10 of 20	10 of 20	10 of 20			10 of 20	10 of 20	10 of 20	10 of 20	
	D21BF7	BIOS1027							10 of 20					10 of 20			
Food Materials and Ingredients Contemporary Agricultural Systems The Ecology of Natural and Managed Ecosystems Introduction to Dietetics Dietetics Tutorials (academic Development)	D21BF3	BIOS1020												10 of 20			
	D21BF1	BIOS1010											10 of 20	10 of 20	10 of 20	10 of 20	
	D21A2	BIOS1012	10	10	10	10	10					20	10			10	
	D211E5	BIOS1016	20	20	20	20											20
	D21BN5	BIOS1021								5 of 10							
Dietetics Tutorials (academic Development) Introduction to Health Behaviours Grassland Management Bacterial Physiology Introductory Physiology	D21BN6	BIOS1029								5 of 10							
	D21BN4	BIOS1019								5 of 10							
	D21A1	BIOS1007	10	10	10	10	10			10 of 20	10				10 of 20		10
	D21F7	BIOS1005											10			10	
	D21Z5	BIOS1006						20	20	20		10 of 20			20		
Tutorials in Environmental Science (UP) Life on Earth Evolution, Ecology and Behaviour Integrated Agri-Food Markets and Marketing Managing Tourism & the Environment: Conflict or Consensus (UP)	C11BE1	BIOS1011									10 of 20	10 of 20					
	C11LOE	LIFE1030									10 of 20						
	C11EEB	LIFE1031									10 of 20						
	D21A3	BIOS1023		20	20												
	N12122	BUS12014									10 of 20	10 of 20					
Environmental Science and Society The Anthropology of Human Ecology (UP) Microorganisms and Disease (UP) On Earth and Life Earth and Environmental Dynamics (10cr) Spring	D21E4	BIOS1026									10						
	AA1017	ARC1001									10	10					
	C51201	LIFE1007									10			10			
	F81126	GEOG1014									10	10					
	F81222	GEOG1012									10	10					
Environmental Archaeology Plant Science (UP)	V61101	ARC1009									10						
	C112P1	BIOS1003	10				10		10			10					10

12 Timetable Information

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

Teaching starts Thursday 28 September 2017

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

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

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/academicservices/qualitymanual/studyregulations/studyregulationsforundergraduatecourses.aspx

You should note that:

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

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

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

- **Reassessment:** If you do not reach the criteria for progression at the end of stage of study, you have a right to one re-assessment in each failed module (there are no resit opportunities at the final year). The form of reassessment is normally the same as for the first sit, with some exceptions (for example some MCQ papers are sometimes replaced with essay-style papers). For modules which are assessed by both coursework and exam, the School of Biosciences requires that, if the module has been failed overall, then you must be reassessed in the examination element of that module, even if that component of assessment has been passed.

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

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

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

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

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

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

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

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

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

Borderline Profiling

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

2:1-1st	68, 69
2:2-2:1	58, 59
3rd-2:2	48, 49

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

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

Further Reading

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

<http://goo.gl/qoQPi3>

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, for example, your Personal Tutor, PhD supervisor or a Welfare Officer, as soon as possible. These people will be able to provide advice and direct you to appropriate procedures or support services, if applicable.

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

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

What you need to know

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

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

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

Students with Academic or Disability referral form

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

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

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

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 that plagiarism is readily-detected.**

USEFUL ADVICE FOR STUDENTS

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

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

USEFUL WEBSITES

Academic integrity and plagiarism

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

Quality Manual

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

Studying Effectively

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

DEFINITION OF AN ACADEMIC MISCONDUCT

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

DEFINITION OF PLAGIARISM

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

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

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

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

The possible **penalties** for an academic misconduct including plagiarism are:

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

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

ACADEMIC MISCONDUCT

Any activity or behaviour by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment is considered to be an act of academic misconduct and unacceptable in a scholarly community. Such action(s) will be

considered under the University's Regulations on Academic Misconduct and this may lead to a penalty being imposed.

Here is a range of cheating behaviours:

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

Unauthorised Collaboration, or Collusion, occurs where:

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

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

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

Recycling or unauthorised, multiple submissions.

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

Note:

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

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

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

GUIDANCE TO HELP YOU AVOID COMMITTING PLAGIARISM

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

For information on paraphrasing see 8 and 9 below.

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

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

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

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

If the source is only available electronically or is being published "ahead of print", give the DOI number in your reference.

Some electronic journals do not use page numbers.

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

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

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

8. **Paraphrasing**, i.e. verbatim or almost verbatim restatement of a passage is a form of plagiarism. It is avoided by paraphrasing and including your own original thoughts, interpretations or evaluations. The following is paraphrased from C. H. Gordon, P. Simmons and G. Wynn (date unknown). *Plagiarism - What It Is And How To Avoid It*. University of British Columbia.

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

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

9. Examples.

9.1 Original

From Smith (1992):

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

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

9.2 Paraphrased version

Paraphrased from Smith (1992):

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

the number of algae apparently enhances the survival of the filter-feeding larvae of the starfish.

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

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

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

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

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

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

To present your work like this would 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

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

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

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

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

School of Biosciences Tutoring Statement

You are encouraged to read the full Biosciences tutoring statement in appendix 8 or at <http://goo.gl/dPpFjU>.

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/academicservices/qualitymanual/registrationattendanceandstudy/regulations-governing-attendance-and-engagement.aspx> for further details on attendance regulations at the University.

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

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

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

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

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

20 Complaints and Appeals Procedures

Details of the University's Complaints and Appeals Procedure can be found at:
<http://www.nottingham.ac.uk/academic-services/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 ¹
- BSc Agricultural and Crop Science
- BSc Agricultural and Livestock Science
- BSc International Agricultural Science ²
- BSc Animal Science
- BSc Biotechnology
- BSc Environmental Science
- MSci Environmental Science ³
- BSc International Environmental Science ²
- MSci International Environmental Science ^{2 3}
- 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, working with the Careers and Employability Service to provide training, sending weekly email alerts of placement opportunities, offering one-to-one appointments, and providing online resources.

All University of Nottingham students who undertake a year in industry as part of their degree pay a reduced tuition fee to The University of Nottingham, and continue to have access to student loans and the University's core bursary, as applicable. The vast majority of year in industry placements are paid.

Further information, profiles of student experiences and useful links can be found here: 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

¹ 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.

² 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.

³ 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

21.1 Study Abroad

Studying abroad takes you out of your comfort zone, helping you to develop valuable skills, such as independence and resilience, which are attractive to future employers. The School of Biosciences offers a range of study abroad opportunities.

University-wide exchange programme

The University-wide exchange programme is open to all first year undergraduate students (except MNutr). It's a competitive programme that offers the opportunity to study abroad at one of our university-wide partner universities for the Autumn Semester of the second year, as part of their Nottingham degree programme. Many of our partner universities are part of Universitas 21, an international network of leading research-intensive universities, of which The University of Nottingham is a founding member.

In order to be considered for the programme, applicants are required to have attained a minimum of 60% average in first year January exams, to have a good academic reference and a good personal statement provided as part of the application process. The application deadline is in January for first year students.

University of Nottingham Malaysia Campus

Students studying BSc Biotechnology, BSc Agricultural and Crop Science, BSc Nutrition, BSc/MSci Environmental Science, BSc Environmental Biology and BSc Plant Science have the opportunity to study abroad at the University of Nottingham Malaysia Campus during their second year, for one semester or the full academic year, as part of their three-year degree programme. All teaching at the Malaysia Campus is in English and the modules and exams are very similar to those in Nottingham. The application deadline is in February for first year students.

International Year (Erasmus+)

All BSc students in the School of Biosciences are able to apply to undertake an optional International Year in Europe. The International Year takes place between years two and three of the degree programme, extending the degree to a four year programme and changing the degree title to "...with an International Year". The School of Biosciences has established Erasmus agreements of student exchange with a number of European institutions in France, Germany and Spain.

Students who wish to apply to the International Year must submit an application during the first year of study. Information regarding how to apply will be provided at a specific meeting during the Spring Term, to which all first year students will be invited. The application deadline will be in March of the first year.

Students taking the International Year must take and pass language modules during Year 2 of the degree by taking 10 credits of French, German or Spanish language (as applicable) alongside 50 credits of their degree programme in each semester (or as an evening class for Nutrition and Food Science students). Language classes are taught at the Language Centre, University Park. Students who do not have a GCSE in the relevant language can apply to the programme and may have the option of studying abroad in English, depending on destination.

During the third year abroad, students will study abroad at one of the School's Erasmus partner institutions in France, Germany or Spain, taking modules in the target language

alongside language classes. For some destinations, there is the option of studying abroad for the first semester and working abroad for the second semester.

Summer Schools

Overseas Summer Schools offer students the fantastic opportunity to experience living and studying in another country over the summer vacation, through our range of international summer school programmes. These programmes range from one to six weeks so don't involve extended time away from your degree, family or friends. They are also a great way to study something you wouldn't normally have the chance to do, explore a new country and make new friends. As these programmes are offered during holiday periods, credits and grades are not transferred back to Nottingham and you can study whatever is of interest to you. The application deadline is in February each year for all students.

Study Abroad finance

Studying abroad need not be any more expensive than studying at The University of Nottingham, if you budget your finances well and take advantage of available funding. There are a number of grants, bursaries and scholarships available, depending on where you will be studying abroad.

All University of Nottingham students who participate in one of the University's exchange programmes as part of their degree pay a reduced tuition fee to The University of Nottingham UK during the academic year when they study abroad. No tuition fees are paid to the host university abroad.

Financial support may also be available from Student Finance such as an overseas rate of loan or a travel grant.

Interested in study abroad?

All first year Biosciences students will be invited to an information presentation about study abroad opportunities in November 2017 on the Sutton Bonington campus. 1:1 appointments for students interested in studying abroad will also be offered during the Autumn Term on campus.

Make sure you attend the Study Abroad Fair, organised by the Global Engagement Team, which will take place in November 2017. Here you will be able to find out about study abroad destinations open to you and meet with students who have already studied abroad. The Global Engagement Team also organise a range of information presentations throughout the year. Further information can be found here:

<http://www.nottingham.ac.uk/currentstudents/study-abroad/events.aspx>

Further information about studying abroad can be found here:

Web: www.nottingham.ac.uk/studyabroad

Facebook: www.facebook.com/UoNStudyAbroad

Twitter: @UoNStudyAbroad

Study abroad contacts:

Rachel Jessop rachel.jessop@nottingham.ac.uk

Elena Staves (Student Services Centre, The Barn)

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
- **The Student Portal** - The Portal is a central part of the University's communication system for staff and students. Make sure you have access to it at: <https://goo.gl/dFwTwP>
- **Social Media** - The University of Nottingham uses the latest technology to bring Nottingham to life and to ensure that you can experience and interact with the University community at any time, see: www.nottingham.ac.uk/connect/nottinghamconnect.aspx
- **Blue Castle website** - students can view their marks, progression status and final award information electronically at: <https://goo.gl/txm85c>

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 15 work days of the published submission deadline, i.e. students submitting work before the published deadline should not have an expectation that early submission will result in earlier return of work. See details www.nottingham.ac.uk/academicsservices/qualitymanual/assessmentandawards/feedback-to-students.aspx

Examination Feedback

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

General Feedback

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

The University's Quality Manual provides information on good practice for feedback on assessed work and what you can expect to receive as a student at the University of Nottingham – see www.nottingham.ac.uk/academicservices/qualitymanual/assessmentandawards/feedback-to-students.aspx

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

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

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

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

The James Cameron-Gifford Library is open Monday to
Friday 8.00 am - 9.45 pm
Saturday 9.00 am - 4.45 pm Sunday
9.30 am - 4.45 pm

The library is open 24/7 during exam periods. More information can be found on our website at: www.nottingham.ac.uk/library
You can also stay up to date with library news and announcements via the Library Twitter account: @UoNLibraries

27.3 IT Facilities

Help and advice

Comprehensive advice and information for new users of the IT facilities is available on the Student Services web pages

(<http://www.nottingham.ac.uk/student-services/services/it.aspx>) and on the IT Services web site (<http://www.nottingham.ac.uk/it-services/>).

Several hard-copy guides and booklets are also available in the libraries.

Getting online

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

Computer rooms

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

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

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

Computer loans

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

Students may also make use of the IT Services Laptop Loan and Repair service, where longer-term loan periods are possible. This service operates from the Pope Building on University Park.

The Portal; and Virtual Learning Environment

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

Saving your files and backing up your data

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

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

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

Work created on your own computer also needs to be backed up. Use either OneDrive; an external storage device; or one of a number of cloud storage options available widely.

Printing

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

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

Wireless

Good wireless coverage on the **eduroam** service should be available in all of the main teaching and social areas of the campus, and in some outdoor areas. Eduroam is also available in the CLV Ltd halls of residence at Sutton Bonington, although CLV also provide their own wireless service.

27.4 Accessibility

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

We can assist with queries regarding:

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

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

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

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

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

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

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

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

27.5 Careers and Employability Service

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

You could:

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

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

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

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

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

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

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

- **Sutton Bonington Campus** – A10, Main Building, Sutton Bonington Campus
- **Science Faculty team** – B08, Pope Building, University Park

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 Module Information

29.1 Qualifying (Year 1) Modules

D212A1 Grassland Management

Module Convener: Dr Matt Bell (MB) Matt.Bell@nottingham.ac.uk

Lecturers: Dr Stephen Ramsden (SJR), Dr Debbie Sparkes (DLS)

Module Details: Level 1 Spring Semester, 10 credits.

Expected Number of Students Taking Module: 40

Target Students: For students studying Agriculture and related subjects and available to Exchange Students - if relevant in the first year.

Summary of Content: This module is delivered through largely 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.

Timetable:

Week	Subject	Lecturer
1	Introduction to the module and course work	MB
2	Student centred learning	
3	Student centred learning	
4	Student centred learning	
5	Grass physiology practical	DLS
6	Pasture practical	MB
7	Pasture practical	MB
8	Environmental schemes	SJR
9	Business visit	MB
10	Student centred learning	
11	Module review	MB

Personal timetables will be available to all students via

www.nottingham.ac.uk/studentsservices

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

Assessment:

Exam 1 70% 1 hour exam

Coursework 1 30% Online test

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, physiology and grassland management.
- 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, H.J.S., Samuel, A.M. and Lane, G.P.F. (2002). Lockhart and Wiseman's crop husbandry; including grassland. (8th edition). Cambridge: Woodhead; Hopkins, A. (2000). Grass: its production and utilization. (3rd edition). Oxford: Blackwell Science; Frame, J. and Laidlaw, S. (2011). Improved grassland management. Ramsbury: The Crowood Press.

C51201 Micro-Organisms and Disease

Module Convenor: Dr A Cockayne

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

Target Students: Those studying Microbiology who wish to specifically increase their knowledge of infectious diseases. Students in other areas of Life Sciences where human infectious diseases, pathogenic microorganisms or their products may have an impact.

Total credits: 10

Level: 1

Number of Places: 25

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

Summary of Content: Students will be introduced to human infections caused by the main groups of bacterial and fungal pathogens and the mechanisms of disease causation. The immune system and its roles in prevention and response to infection and the theory and practical application of vaccination will be described. Laboratory diagnosis of infections and methods for antibiotic sensitivity will be reviewed. A short practical course will introduce students to some of the important laboratory methods used to isolate and identify medically important bacteria and determine their sensitivities to antibiotics.

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

Practical Class Programme:

Lecture 1 4hrs 0min Locally

Further Activity Detail: Friday AM : 17 x 1 hr lectures, 3 x 1hr tutorial (over 7 weeks) Friday AM Practical Sessions 3 x 3 hrs The practical sessions are timetabled for 4hrs - these include some tutorial type discussion activities - there are no separate 3x1hr tutorial sessions but there is a 1.5hr review session at the end of the module.

Assessment:

Written Assessment (Essay style) TWO Sections: Section B:
Exam 1 100% answer FIVE questions (all questions in section B). Section A:
Answer FOUR questions from a choice of six questions.

Aims and Objectives: To introduce students to a range of important human pathogens, their interactions with the immune system, mechanisms of disease causation and the laboratory procedures involved in diagnosis and treatment of infections.

Learning outcomes:

At the end of this module you will be able to:

- Describe the characteristics of the main groups of bacterial and fungal pathogens of humans, the diseases they cause and the mechanisms involved in disease causation.
- Describe the components and functions of the immune system and how it interacts with pathogenic and non-pathogenic microorganisms.
- Outline the principles involved in vaccination and the types of vaccine available for prevention of infectious disease.
- Describe the practical diagnostic procedures used in isolation of pathogens from different types of clinical specimen, their identification and the methods used for antibiotic sensitivity testing.
- Attain practical experience of basic laboratory methods used in handling, identifying and antibiotic sensitivity testing of medically important bacteria.

Resources: University of Nottingham Portal Greenfield Library Handouts

C111E1 Global Environmental Processes

Module Convenor: Dr Liz Bailey-EHB Liz.Bailey@nottingham.ac.uk

Module Details: A 20 credit Autumn Semester Module

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

Expected Number of Students Taking Module: 70

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

Summary of Content: The unifying theme of this module is biogeochemical cycling – the production, distribution and cycling of materials on the Earth and their availability to, and use by, biological organisms. The introduction covers the history of the universe, from the big bang to the evolution of the Earth's surface environment, via formation of galaxies, stars, elements and the solar system. Then we describe the major global systems and their circulations as they are today - solids (plate tectonics, formation and erosion of crustal rocks), liquids (oceans, temperature and salinity gradients) and gases (atmosphere, weather and climate). In the final section we examine the major materials - including carbon, nitrogen, sulphur, oxygen and metals - and their budgets and cycles; and the interactions between biological and physical/chemical processes on a global scale.

Assessment:

Exam 100% - One 2 hour computer based examination paper.

Aims: To give students a general understanding of the physical, chemical and biological development of the Earth since the start of the Universe, and of the cyclical movement of the major materials such as carbon and nitrogen between biological and non-biological forms.

Learning Outcomes:

Ability to describe the origin and formation of the chemical elements, solar system, solid Earth, atmosphere and oceans.

An understanding of the structure and circulation of the solid Earth, its oceans and atmosphere.

Understanding of the chemical cycles of key chemical elements.

An understanding of the origin of life and how life survives on Earth.

Recommended Reading: Earth System Science. M.C. Jacobson, R.J. Charlson, H.Rodhe, and G.H Orians. Academic Press 2000, Schlesinger W.H. & Bernhardt E.S. (2013) Biogeochemistry: An analysis of global change. Academic Press, third edition. ISBN 978-0-12-385874-0 (very good - but more detail than absolutely necessary), Langmuir C.H. & Broecker W.S. How to Build a Habitable Planet – The story of Earth from the Big Bang to Humankind. Princeton University Press. ISBN 978-0-691-14006-3 (good for the first few weeks of lectures on the Big Bang and Solar System) the latter two texts are available from the library both as print versions and e-books.

C11EEB Evolution, Ecology and Behaviour

Module Convenor: Dr Kate Durrant

School: Life Sciences, University Park

Module Details: Level 1, Full Year, 20 credits

Expected Number of Students taking module - 60

Target Students – Students studying Biology and Zoology

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

Summary of Content: This module provides an introduction to the fundamentals of evolution, ecology and behaviour. Evolutionary processes are explored from a variety of approaches, from the fossil record, through adaptation, speciation and the study of phylogenetics and how it shapes the tree of life, right up to the cutting edge of genomic evolution. Modern ecology has never been a more important subject than now, a result of our major environmental problems. In this module ecological topics are explored by examining ecosystem processes, competition, predation, pathogens, parasites and disease, life histories, resources, niches, demographic processes, and sustainability. Understanding animal behaviour in response to their ecosystem begins with asking rigorous questions about foraging, signalling, sexual selection, parental care, altruism and also allows us to understand human behaviour in an evolutionary context.

Assessment Details:

Exam 1	15%	January – 1 hour multiple choice examination
Coursework 1	50%	Assessment of practical work - approx 1000 words
Exam 2	35%	May/June – 2 hours multiple choice examination

Aims: A student who completes this module will have an understanding of: - The fundamental processes of evolution - The history and diversity of life on Earth and how it is structured into ecosystems - Interactions between biotic and abiotic environmental factors - How living organisms adapt to their environment - How animals interact with their environment behaviourally - How evolutionary and ecological processes lead to genetic change and speciation - Current issues in areas of conservation, epidemiology and climate change

Learning Outcomes: Learning Outcomes: A student who completes this module will be expected to be able: A1. to describe the evolution, genetics, behaviour and ecology of living organisms A2. to identify the relationship between evolution, ecology and behaviour and other biological disciplines and their relevance to humanity in the face of global challenges A3. to understand and use appropriate terminology to describe evolutionary, ecological and behavioural concepts A student who completes this module will have the ability: B2. to undertake appropriate experimental design and statistical analysis B3. to work safely in the field and laboratory, using appropriate equipment and instruments and assess related safety issues in order to make and record accurate observations and measurements B4. to acquire information systematically, process it effectively, and draw appropriate conclusions B5. to demonstrate numeracy and written skills in the evaluation of the results from practical work B6. to develop effective ways of working including productive team work, scheduling of tasks and time management to meet deadlines B7. to demonstrate computing skills in the handling of scientific data and the use of on-line learning tools

C11LOE Life on Earth

Module Convenor: Dr Tom Hartman

School: Life Sciences, University Park

Module Details: Level 1, Full Year, 20 credits

Expected Number of Students taking module - 295

Target Students – Students on the first year of undergraduate degrees in the School of Life Sciences and Environmental Biology students. This module is not open to students outside the School (except where agreement exists with other Schools), any enrolments made by students from outside the School will be cancelled without notice.

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

Summary of Content: The Life on Earth module will introduce the students to the vast range of living (and many extinct) species to be found on Earth. The various domains of life will be explored with due attention to the two prokaryote groups, the archaea and eubacteria and then detailed views of the eukaryotes. Issues of how they arose and how the process of endosymbiosis added much more complexity will be examined. Questions about the processes that drove the evolution of complexity and multicellularity, the development of mitosis, meiosis and the production of asymmetrical gametes will be considered. Within the context of the most recent phylogenetic trees the distribution of phyla will be examined in detail with the most complex groups, fungi, animalia and plantae being targeted for special consideration. The course will emphasise our current understanding of biodiversity and how a simple morphological-based taxonomy has been shaken up by current molecular techniques. The module concentrates on the unity and diversity of life set in an evolutionary context and how the genotype gives rise to both phenotype and behaviour.

Assessment:

Exam 1	15%	January – 1 hour multiple choice examination
Coursework 1	50%	Lecture/practical related coursework - 5 x1000 word written reports/practical based submissions
Exam 2	35%	May/June – 2 hours multiple choice examination

Aims: A student who completes this module will have an understanding of: - cells, the basic unit of life - ancestral prokaryotes and a life without oxygen - evolution and diversity of Archaea and Bacteria - photoautotrophs and their impact on the evolution of life - how eukaryotic cells incorporated prokaryotes via endosymbiosis - the diversity of Protists - Beneficial and detrimental effects of fungi - multicellularity and the evolution and diversity of Fungi, Plants and Animals - genomic relationships and phylogeny - structure-function relationships in organisms and their relevance in the context of evolution - effects of global climate changes on the evolution of organisms - basic coverage of the interaction of organisms in the context of their evolution

Learning Outcomes: At the end of the module, students shall be able to A 1. describe the range of organisms on this planet and how they are related (historic and current views) A 2. relate organismal biology to other aspects of the natural science A 3. to identify the relationship between biodiversity and other biological disciplines and their relevance to humanity in the face of global challenges A 4. know and apply the terminology, as well as

the nomenclature and classification of extant and extinct organisms A 5. describe and relate the structure and function of organisms A 6. investigate the morphology of organisms A 7. explain key features of the genetics and genome evolution A student who completes this module will have the ability to: B 1. to work safely in the laboratory, using appropriate equipment and instruments and assess related safety issues in order to make and record accurate observations and measurements B 2. to acquire information systematically, process it effectively, and draw appropriate conclusions B 3. to demonstrate numeracy and written skills in the evaluation of the results from practical work B 4. to identify and use both compound and stereo microscopes and be capable of recording measurements of microscopic organisms.

D212E4 Environmental Science and Society

Module Convenor: Dr Ruth Blunt ruth.blunt@nottingham.ac.uk

Module Details: level 1, Full Year, 20 credits

Expected Number of Students taking module - 60

Target Students: Environmental Science Undergraduate Students.

Further Activity Detail: Including Lectures, Group Activity Sessions, Self-Directed Learning, Workshops, Group Presentation Session.

Summary of Content: This module introduces students to the role and limitations of environmental science within the context practical environmental decision making. The themes covered are illustrated through a series of environmental case studies (e.g. genetic engineering in agriculture, climate change, wild species conservation, fishery management, sea dumping, use of models, radiation protection).

Timetable: Typically two one-hour timetabled sessions per week twenty-three lectures, regular tutorials/examples classes, forty hours student led studies and revision. Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Assessment:

1.5 hour online Rogo examination (50%)
Written assignment (1000 words) (25%)
Group presentation (25%)

Aims: To introduce students to the role and limitations of environmental science within the context practical environmental decision making. At the end of this module students should have a basic understanding of: (1) general scientific methods (2) the limits and assumptions of science and (3) the social context of science based decision making.

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

- Discuss the role, limitations and assumptions of science within the context of environmental decision making
- Discuss the social context and ethical considerations of environmental decision making

F81126 On Earth and Life

Module Convenor: Dr CP Lavers

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

Target Students: Any

Total credits: 10

Level: 1

Pre-requisite(s): None

Number of Places: 110

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

Summary of Content: On Earth and Life is a ten-credit module that explores the deep historical co-evolution of Earth and Life and emphasizes uniqueness of place and historical contingency. The module leads on from and complements Physical Landscapes of Britain in exploring geological, plate tectonic and palaeoenvironmental ideas and research, but at the global scale. It emphasizes the role of life in creating past and present planetary environments, and conversely the role of environment and environmental change in the evolution and geography of life. The module also serves to prepare the ground for and contextualize several second and third year geography modules, especially Environmental Change and Patterns of Life.

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

Practical Class Programme:

Lecture 2 1hr 0min

Assessment:

Exam 1- 100% 1.5 hour exam (60 MCQs) 1 Hour 30 Mins

Aims and Objectives: The aim of the module is to encourage students to explore the history of the Earth and life, as well as the history of ideas about the nature and evolution of the Earth's surface and the evolution and biogeography of plants, animals and humans. On completing the module, students should know more about the evolution of the Earth and life and be able to assess critically the ideas and methods of researchers in the historical and geographical sciences.

Learning outcomes:

a. Knowledge and understanding

History of the Earth; evolution of continents and oceans; long-term climate history; long-term Earth-life interactions; biogeographical patterns and processes; evolution by natural selection; diversification mechanisms and outcomes; extinction; human-environment interactions; human biogeography; philosophy of science; history of ideas and scientific controversies

b. Intellectual skills

Intensive learning through listening, note-taking and reading; learning ways of communicating complex ideas in simple terms; self-directed learning; using academic

literature; understanding historical and geographical scientific methods; judging theories; assessing evidence and spotting rhetoric; undertaking critical reading; using critical judgement; understanding the provisional nature of knowledge.

c. Professional practical skills

Retrieving and organizing information; understanding ideas, data types and sources, and tests of theories; evaluating specialised techniques and approaches for understanding geographical and historical information; being aware of diverse/interdisciplinary approaches to understanding complex issues, communicating ideas and transferring knowledge.

d. Transferable skills

Listening; communicating ideas; managing study time; using diverse information sources; organizing information; evaluating scientific techniques and approaches; critical reading; exercising critical judgement; awareness and understanding of points of view, context, interdisciplinary and the provisional nature of knowledge

Recommended Reading/Resources: No extra resources required.

C11BE1 Tutorials in Environmental Science

Module Convenor: Dr B Lomax

Module Assessment Period: Full Year (Default) Assessed in both Autumn and Spring Semesters

Target Students: Available to Environmental Science students, and Environmental Biology students.

Total credits: 20

Level: 1

Pre-requisite(s): None

Number of Places: 60

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

Summary of Content: This module is compulsory for Environmental Science and Biology undergraduates and is spread across the autumn and spring semester of year one. The module will be taught using a mixture of, lectures, lab and computer practical sessions alongside tutorials. Students are expected to attend three academic tutorials each semester. The module is structured around the production of a scientific paper. Students will cover scientific writing, data analysis, data presentation and referencing skills. There is a mixture of formative and summative assessment spread over semester I and II There are 3 summative exercises within the module: 1) A lab report 20% Autumn semester 2) A formal report 50% Spring semester 3) Rogo Exam 30% Spring semester

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

Practical Class Programme:

Computing 1 1hr 0min Centrally

Lecture 1 2hrs 0min Centrally

Lecture 1 1hr 0min Centrally

Practical 1 2hrs 0min Locally

Further Activity Detail: Practical 1 (not every week) - 2hr Centrally.

Coursework:

Coursework 1	20%	A lab report - Autumn semester
Coursework 2	50%	A formal report - Spring semester

Assessment:

Exam 1	30%	Rogo Exam, spring semester	1 Hour
Coursework 1	20%	A lab report - Autumn semester	
Coursework 2	50%	A formal report - Spring semester	

Aims and Objectives: This module will enable you to: • Use the library and other sources to retrieve information. • Read, understand and synthesise primary literature. • • Develop

your written presentation skills. Present and analyses data appropriately.. Present and analyses data effectively • Manage and organise your time.

Learning outcomes:

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

- Use the library services effectively to search for relevant literature.
- Reference sources in an appropriate style(s).
- Write and construct scientific documents (e.g. papers, reports,) using appropriate styles, conventions, and terminology.
- Identify an appropriate approaches for solving a quantitative problem through background and collaborative research.
- Analyse and display scientific data appropriately.

Recommended Reading/Resources: Adequate consultation has taken place with the library.

29.2 Part I (Year 2) Modules

C123E3 Soil Science

Module Convener: Dr S Young Scott.Young@nottingham.ac.uk

Lecturers: Dr Helen West (HW), Prof Sacha Mooney (SM).

Module Details: Level 2, Autumn Semester, 10 credits.

Pre-requisites: No pre-requisites.

This is an introductory course, which is a pre-requisite for (C124E0) Soil and Water Science

Expected Number of Students Taking Module: 90

Target Students: (F900) BSc Environmental Science; (F750) MSci in Environmental Science; (C150) BSc Environmental Biology; (D400) Agriculture; (DF47) BSc Agriculture and Environmental Science; (D409) Agriculture and Crop Science and Exchange Students

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

Summary of Content: This is an introductory course which provides a basic understanding of the nature and properties of soil and the application of soil chemistry, biology and physics to land management and environmental science. Broadly, the topics covered include: soil formation; clay mineralogy; soil organic matter (microbiology and chemistry); soil texture and structure; characteristic soil reactions (acidity, redox); the major and minor plant nutrients (chemistry and microbiology); soil fauna and flora; water relations (irrigation and drainage).

Lecture Programme:

Week Topic

- 1 Introduction to course (SY); soil clays: mineralogy and function (SY)
- 2 Soil organic matter (SY); Major soil nutrients – nitrogen (SY)
- 3 Major soil nutrients – phosphate and potassium (SY); Soil acidity (SY)
- 4 Redox reactions in soils (SY); Soil trace elements (SY)
- 5 Introduction to life in the soil (HW); Soil biological processes I (HW).
- 6 Soil biological processes II (HW); Soil bioremediation and reclamation (HW)
- 7 Soil texture (SJM); Soil structure (SJM).
- 8 Soil water content (SJM); Soil water potential (SJM).
- 9 Soil aeration (SJM); Soil water movement (SJM)
- 10 Soil erosion (SM); soil compaction (SJM); Course appraisal (SY)
- 11 Reading week.

Assessment:

Exam 1 100% 1.5 hour multiple choice exam with 100 short questions requiring single choice from 4 options

Aims: To provide an understanding of the physical, chemical and biological properties of soils and terrestrial processes. To provide training in the practical interpretation of soil information for land management purposes. At the end of the module, the students should (i) possess quantitative knowledge of the magnitude of common soil parameters; (ii) have

a clear understanding of the inter-relationship of soil processes; (iii) be able to offer pragmatic advice on soil management to environmental and agronomic managers.

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

- Discuss the composition and origins of soil geo-colloids and humus and their roles in soil as a medium for plant growth.
- Explain the processes governing nutrient transformations and dynamics in soils.
- Describe the role of soil texture and structure in governing soil physical processes.
- Demonstrate understanding of soil water relations and water movement in soils.
- Outline the nature of soil flora and fauna and their dependency on soil conditions.
- Discuss the functions of soil biota in soil as a medium for plant growth.

Recommended Reading: Rowell, D.L. 1994. *Soil Science; Methods and Applications*. Longman, UK. Ashman, M.R. and Puri, G. 2002. *Essential Soil Science*. Blackwell

C123E7 Climate Change Science

Module Convenor: Dr S Sjogersten (Convenor) sofie.sjogersten@nottingham.ac.uk

Module Details: Level 2 Autumn Semester, 10 credits

Pre-requisites: BSc Environmental Science Year 1 or equivalent **Co-requisites:** None

Target Students: The module is most appropriate for BSc Environmental Science, Environmental Biology, Biology and Geography students but is not restricted to them.

Availability to Exchange Students: No

Summary of Content: The module presents a broad overview of the science behind climate change and its effects. These topics are: historical climate change; the principles of climate forcing; the role of modelling; responses of aquatic and terrestrial ecosystems, including impacts on humans; the political environment; and options for climate stabilization.

Timetable: The teaching timetable will be finalised during the Autumn Semester, and will be based on 11 x 1/2 day sessions. It will be viewable on <http://www.nottingham.ac.uk/timetable/>

Teaching Staff: Prof Neil Crout, Dr Sofie Sjogersten

Assessment Details:

Exam 1 100% 2 hours

Aims:

- To give a general understanding of the science issues that underpin climate change.
- To show the importance of historical understanding in interpreting the present and predicting the future.
- To give an understanding of the energy flows that are causing climate change, and insights into the way that computer models can be used to relate complex parameter sets.
- To review the impacts of climate change for plants, animals and people, both on land and in the oceans.
- To show how a range of options exists for reducing and stabilising climate change.

Learning Outcomes:

- The students will have detailed knowledge of processes controlling the global climate.
- The students will be able to understand sources of and interpretation of records of past climates.
- The students will be able to discuss how climate change impacts on the Earth system over different time scales.
- The students will be able to synthesis and present information from the published literature

D224E4 Computer Modelling in Science:

Introduction (UP)

Module Convenor: Dr Dov Stekel Dov.Stekel@nottingham.ac.uk

Module Details: Level 2 Spring Semester, 20 credits

Prerequisites: Level 3 students who have already taken C135E9 will not be admitted to this module.

Co-requisites: None

Location: University Park Campus

Expected Number of Students Taking Module: 70

Target Students: All School of Biosciences students, Natural Sciences students and Ningbo 2+2 Environmental Sciences students (based in Geography).

Summary of Content: Modern biological and environmental science includes the study of complex systems and large data sets, including imaging data. This necessitates the use of computer models and analyses in order to understand these systems. This module contains an introduction to computer programming and modelling techniques that are used in the biological and environmental sciences. Specifically, it contains: (i) An introduction to computer programming and algorithms, using the Python programming language. (ii) An introduction to the construction of mathematical models for biological and environmental systems using difference and differential equations, with a particular emphasis on population dynamics, and the use of computing to simulate, analyze these models and fit these models to data. Throughout the module, the focus will be on relevant examples and applications, e.g. environmental pollution, growth of microbial populations, disease epidemics, or computer manipulation of images of plants, animals or the natural environment. The module will be assessed by a patchwork assessment consisting of write-ups of assignments from during the semester.

Timetable: The first week of term is a two hour session, followed by 9 four hour sessions. Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Lecture Programme: All teaching will be mixed mode (lecture/computer practical) in computer rooms. Lecture programme is provisional and more detailed information will be given to you in the first session.

1. Module introduction (Stekel)
2. Introduction to Python (French)
3. Programming in Python (French)
4. Python modules: NumPy and Matplotlib (French)
5. Modelling: difference equations (Band)
6. Modelling: simple differential equations (Stekel)
7. Modelling: differential equations and SciPy (Stekel)
8. Modelling: multi-dimensional systems (Stekel)

9. Modelling: steady state analysis (Stekel)
10. Model building and workshop (Band)

Teaching Staff: Dr Leah Band (LB), Dr Dov Stekel (DJS), Dr Andrew French (APF)

On-line material: Supporting background material on computing and mathematical concepts (e.g. algorithms, calculus) will be posted on-line with on-line exercises to complete.

Assessment:

Patchwork Assessment consisting of write-up of related assignments from the whole module and a reflective piece.

Practical	36%	Patchwork Assessment (Parts 1 and 2)
Practical	59%	Patchwork Assessment (Parts 3, 4 and 5 and reflective piece)
Practical	5%	Model building workshop

Aims: The aim of this module is to introduce the use of computing programming and modelling in the biological and environmental sciences for model simulation and image processing.

Learning outcomes: A student who successfully completes this module should be able to: (i) Transform a series of instructions specified mathematically or textually into a pseudocode algorithm. (ii) Create or modify simple computer program code in order to carry out a set algorithmic task. (iii) Critically evaluate the use and results of suitable computer algorithms or programs in the context of relevant challenges in the biological or environmental sciences. (iv) Construct a simple mathematical model from a set of biological or environmental processes. (v) Simulate and analyse mathematical models using a computer and appropriate software and/or algorithms. (vii) Critically evaluate a mathematical model and its simulation results in the context of relevant challenges in the biological or environmental sciences.

Recommended Reading: A full reading list will be provided at the outset of the module.

D223E4 Ecosystem Processes

Module Convenor: Dr Sofie Sjogersten sophie.sjogersten@nottingham.ac.uk

Lecturer: Dr Sofie Sjogersten Turner sophie.sjogersten@nottingham.ac.uk

Module Details: Level 2 Autumn semester, 10 credits

Pre requisites: None Co-requisites: None. Expected

Number of Students Taking Module: 60

Restriction for Cap: Environmental science and related areas, especially those wishing to take arctic ecology field course.

Availability to Exchange Students: Yes

Summary of Content: The course will focus on the processes that govern terrestrial ecosystem function. We will identify key ecosystem drivers and processes and explore how these have shaped the biosphere. Students will gain an understanding of the mechanisms that control changes in the physiochemical environment and their impact upon communities. Particular topics will include primary productivity, decomposition, herbivory, biodiversity and human impact on ecosystems. Classes comprise a mix of lectures, laboratory practicals, a computer practical, a seminar and fieldwork.

Timetable: Typically two one-hour timetabled sessions per week (Monday mornings from 9 am): twenty-three lectures, regular tutorials/examples classes, forty hours student led studies and revision. The timetable will be finalised at the beginning of the semester, and can also be viewed at www.nottingham.ac.uk/timetable/

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

Week	Class	Topic	Staff
1	Lecture	NPP	SS
2	Practical (lab)	Impact of N on chlorophyll content + start of litter decomposition experiment ***Assessed lab report***	SS / DH
3	Lecture	Biodiversity	SS
4	Practical (outdoor)	Plant and insect biodiversity	SS / DH
5	Lecture	Herbivory	SS
6	Practical (field)	Herbivory exclosures	DH
7	Lecture	Decomposition	
8	Lecture	Human impacts on ecosystems	RB
9	Practical (computer)	Soil C – Modelling exercises	SS
10	Seminar	TBC	SS
11	Practical (lab)	Completion of litter decomposition experiment ***Assessed lab report***	SS / DH
12	Lecture	Oil palm case study	SS

Assessment:

Exam 1 75% 1 * 2hr Examination (Rogo)
Coursework 1 25% Laboratory reports - 400 words

Aims: To gain a broad knowledge of the major biomes. To identify key ecosystem drivers and processes and explore how these have shaped the biosphere.

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

- Discuss the key processes that govern ecosystem function
- Explain how humans can impact ecosystems
- Measure a number of key ecosystem processes, in the laboratory and field
- Simulate soil carbon stocks using simple mathematical models

D224P7 Plant Pests and Diseases (UP)

Module Convenors: Dr Ian Hardy Ian.Hardy@nottingham.ac.uk; Dr Ruth Blunt Ruth.Blunt@nottingham.ac.uk

Module Details: Level 2, Spring Semester, 20 credits

Pre-requisites: None **Co-requisites:** None

Expected Number of Students Taking Module: 35

Target Students: Biosciences students studying Agriculture, Agriculture and Crop Science, Environmental Biology, Biotechnology, Plant Science and students in Life Sciences studying Biology

Summary of Content: This module is core for agriculture and crop science students and for non-molecular plant science students and is a recommended option for other agriculture and plant science students, biotechnologists, environmental biologists and biologists. It will introduce students to the importance of interactions between plants, microbes and insects. It will explain the importance and the nature of the organisms that are pests and diseases of plants, including population dynamics and epidemiology. It will also explore the main approaches for control and management of pests and diseases, including chemical interventions, resistance breeding in plants and biological control. Lecture material will be complemented by practical sessions, videos, demonstrations and self-study.

Timetable: Typically one three-hour timetabled session per week (four hours in those weeks that include practical sessions): twenty-five lectures, 12 hours practicals/demonstrations. Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

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

Week	Subject	Format	Staff
19	The concept of plant disease Invertebrates as pests	Lectures	MD RB
20	The causes of disease – fungi, bacteria, viruses, nematodes	Lectures	MD
21	The concepts of biotrophy and necrotrophy Plant pathogen diagnostics	Lectures	MD
22	Basic insect morphology, life cycles, identification Insect reproduction	Lectures	RB
23	Insect feeding Practical week 1	Lecture and Practical	RB IH & MD
24	Insects as vectors Practical week 2	Lecture and Practical	RB IH & MD
25	Insect senses & nervous systems Practical week 3	Lecture and Practical	RB IH & MD

26	Insecticides Practical Demonstrations	Lectures	RB
31	Biocontrol Insect monitoring/IPM	Lectures	IH
32	Disease resistance mechanisms, fungicides and biological control	Lectures	NC
33	Termites and bees Module review & revision topics	Lectures	IH IH & MD

N.B (if any): MD = Matt Dickinson; RB = Ruth Blunt; IH = Ian Hardy; NC = Natalie Chapman

Assessment details

Exam 1	70%	Rogo style exam – 1.5 hours
Coursework 1	30%	Self-study exercise - 1000 word advisory leaflet on a specific pest or disease

Aims: This module will explore the nature and importance of plant pests and diseases, the organisms involved, and the approaches used to control them

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

- Discuss the importance of plant pests and diseases in World agriculture.
- Explain how microbes and insects cause disease of plants.
- Discuss the methods used to control plant pests and diseases.
- Relate practical skills to plant pest and pathogen identification.

C12ABP Animal Behaviour and Physiology

Module Convenor: Dr K Durrant

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

Target Students: (C100/C101) Biology; (C300/C301) Zoology; (C400/C401) Genetics; (C410/C420) Human Genetics; (C911) Tropical Biology

Total credits: 20

Level: 2

Pre-requisite(s): C11LOE Life on Earth, C11EEB Evolution, Ecology and Behaviour

Number of Places: 20

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

Summary of Content: There is a limited number of places on this module. Students are reminded that enrolments which are not agreed by the Offering School in advance may be cancelled without notice. This module provides a comprehensive introduction to the study of animal behaviour, from the physiological and genetic bases of behaviour to its development through learning and its adaptive significance in the natural environment. Practical classes will demonstrate the physiological basis of fundamental behaviours. Using examples from across the animal kingdom, it emphasises how predictive modelling, experimental and observational approaches integrate to explain how and why animals behave as they do

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

Practical Class Programme: Lecture 2 2hrs 0min Practical 3 4hrs 0min Workshop 1 1hr 0min

Aims and Objectives: This module provides a comprehensive introduction to the study of animal behaviour, from the physiological and genetic bases of behaviour to its development through learning and its adaptive significance in the natural environment. Practical classes will demonstrate the physiological basis of fundamental behaviours. Using examples from across the animal kingdom, it emphasises how predictive modelling, experimental and observational approaches integrate to explain how and why animals behave as they do.

Learning outcomes: Knowledge and understanding By the end of the module students should be able to: 1) Describe the major processes of animal physiology and explain how it underpins behaviour 2) Explain how evolutionary theory provides the basis for the interpretation of animal behaviour 3) Demonstrate an understanding of modern approaches to the study of animal behaviour and physiology 4) Understand and use appropriate terminology and nomenclature when communicating their knowledge in class discussions, reports and essays. Professional, transferable and practical skills By the end of the module students should be able to: 1) Measure and record data systematically so that it may be analysed 2) Engage effectively in team work to produce reliable data sets 3) Demonstrate information technology literacy by using online resources to supplement lecture and practical materials 4) Safely engage in laboratory practical classes.

C12458 Biological Photography and Imaging 1

Module Convenor: Mr D McMahon

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

Target Students: (C100/C101) Biology; (C300/C301) Zoology; (F900) Environmental Science

Total credits: 10

Level: 2

Pre-requisite(s): Previous knowledge of photography is not essential.

Number of Places: 160

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

Summary of Content: There is a limited number of places on this module. Students are reminded that enrolments which are not agreed by the Offering School in advance may be cancelled without notice. This is a techniques module, biological photography application being the core component. During the practical sessions students will demonstrate practical competence in the techniques of biological image production and manipulation, including the ability to generate biological images of the highest technical quality and scientific value. Students will gain an understanding of how biological imaging helps the professional biologist. Evaluate critically the scientific 'content' and 'value' of any biological image or series of images. Assess how different lighting conditions can modify the final image produced and so enhance the nature of the biological information being communicated.

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

Practical Class Programme: 1 lecture sessions per week of 3 hours duration for 11 weeks, (lectures, practical sessions, field work, audio visual material and visiting professionals. There will be one 3 hour session on Thursday morning 9.00am-12.00pm

Assessment:

Project 1 100%

Aims and Objectives: To enable students to acquire skills and techniques in Biological Photography and Imaging, and apply this knowledge to the development of scientific visualisation of biological concepts. To emphasise the importance of the medium and communication of digital imaging as a research tool for biologists. The module is practically based to encourage teamwork and communication skills to produce high quality biological imaging and application. We will provide training and sufficient resources to enable you (the student) to acquire the following skills:

1. Professional level transferable skills in the subject area of Biological Photography and Imaging.

2. To foster an atmosphere of creative learning through experience and discussion.
3. Enable students to use different lighting conditions in order to modify and enhance the photographic image in order to communicate the significance of the biological information required.

Learning outcomes:

A1. the relationship between the life and environmental sciences and other disciplines and forms of knowledge (t,l,p,a)

Intellectual skills

the ability to:

- B1. critically analyse and interpret published information and data (l)
- B2. think independently while giving due weight to the arguments of others (l,p,a)
- B3. understand complex ideas and relate them to specific problems or questions (t,p,a)
- B4. acquire substantial quantities of information systematically, process it effectively, and draw appropriate conclusions (t,l,p,a)
- B5. make and record accurate observations and measurements (l,p)

Practical skills

the ability to:

- C3. write and construct scientific documents (e.g. papers, reports, posters etc) using appropriate styles, conventions, and terminology (t,l,p)
- C4. work safely in the laboratory and the field and to assess related safety issues (t,l,p,a)
- C6. undertake practical experimental work using appropriate equipment and instruments (t,l,p,a)

Transferable/key skills

the ability to:

- D1. work productively with others (t,l,p,a)
- D2. communicate effectively in writing (l,p,a)
- D4. organise and manage your working time, schedule tasks, and meet deadlines (t,l,p,a)
- D5. use and access information and communication technology (l,p)
- D6. reflect upon and assess your own progress, strengths and weaknesses (l,p,a)

Recommended Reading / Resources : Lecture rooms, darkrooms and studio, of which there is adequate provision within the school.

F82228 Patterns of Life (10cr) Autumn

Module Convenor: Dr R Field

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

Target Students: Available to outside students. Not available to non-U21 F800, F801, L700, L701, L7N1, L7T1 or F630 students. Also available to Natural Sciences second-year and third-year students on Geography pathways. Please note that this module cannot be taken with F82328. Students wanting to take 20 credits (i.e. both modules) must take version F82163, which is simply the two modules joined together.

Total credits: 10

Level: 2

Pre-requisite(s): F81125 Earth and Environmental Dynamics Or any introductory Ecology or Biogeography module

Number of Places: 10

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

Summary of Content: The module focuses on patterns in the distribution of organisms in space and time, and the theories proposed to explain these patterns. The main themes are listed below. Teaching is via a mixture of lectures and small-group teaching of the following type: discussions of specific questions in small groups of students, with answers anonymously submitted via audience response systems, leading to immediate feedback.

- Biodiversity patterns
- Island biogeography and nature conservation theory
- Ecological succession
- Biological invasions
- Extinction and mass extinctions
- Quaternary refugia and the palaeoecological record

Module Web Links:

Other Moodle **URL:** <http://moodle.nottingham.ac.uk/>

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

Practical Class Programme:

Lecture 2 1hr 0min Centrally

Assessment:

Exam 1 100% 1.5 hour exam - 2 questions from 5

Aims and Objectives:

The main aims of this module are to develop:

- a broad knowledge of biogeographic patterns
- an understanding of the theories proposed to explain these patterns
- an ability to understand and interpret the biogeographic literature

The primary focus is on patterns manifest at global spatial scales and long temporal scales. This knowledge is the basis for:

- appropriate interpretation of human impacts on the environment
- understanding and evaluating nature conservation theory and practice
- understanding of the diversity and interdependence of the natural world

Learning outcomes:

- a. Knowledge and understanding
 - Knowledge of the major patterns of life
 - Understanding of theories proposed to explain these patterns (including the contexts in which these theories were developed)
- b. Intellectual Skills
 - Identify areas of continuing debate among the scientific community and areas of relative consensus with respect to broad scale patterns of life
 - Understand and critically assess biogeographic literature and use this literature to develop and support reasoned arguments concerning environmental issues, nature conservation, potential impacts of climate change and other related topics
 - Development of internet skills, including Web of Knowledge
- c. Professional Practical Skills
 - A range of such skills could be developed, depending on the research question chosen for the project - e.g. plant or animal identification skills, new analytical techniques, etc.
- d. Transferable Skills
 - Communicate ideas, findings, principles and theories effectively and fluently by written means
 - Undertake independent/self-directed study to achieve consistent, proficient and sustained attainment.

D223E2 Environmental Management Field Course

Module Convener: Dr Ruth Blunt Ruth.Blunt@nottingham.ac.uk

Module Details: Level 2, Autumn, 10 credits

Module capped at 35 - You will need permission from the module convener to take this module unless it is a core module for your course (Environmental Biology)

Target Students: BSc Environmental Biology, Environmental Science students and students on the Natural Sciences Environmental Science pathway.

Pre-requisites: If you are a student with a disability, and you have not already disclosed your disability to the module convener, you should discuss any needs you may have with the module convener at the point of registering for this module. The University will take all reasonable steps to ensure that any student with a disability is able to access this module.

Summary of Content: This five-day residential field course module, including travel, is based at Slapton Ley Field Centre in south Devon <http://www.field-studies-council.org/centres/slapton/slaptonley.aspx> The fieldwork component is carried out in June, immediately after the end of first year. During the module you will use a range of field techniques to monitor and investigate different habitats and their management. Students are required to contribute towards the cost of the field course.

Timetable: Detailed arrangements vary from year to year, the field course runs from Monday to Friday in June after the end of the first year. There are no timetable sessions during the autumn semester.

Lecture Programme: Introductory talks and wind-up sessions for each of the field activities are given by University of Nottingham and Slapton Ley staff assisting with particular activities.

Participating Staff: Sacha Mooney, School of Biosciences (Qualified First Aider) Ruth Blunt, School of Biosciences

Assessment Details:

Coursework 1: 100% A field course report of 5000 words maximum, combining a report of all three field activities.

A field notebook should be submitted at the end of the course. This is not assessed, but failure to submit a complete notebook will lead to a deduction of up to 10% of the module marks.

Aims: To introduce students to a range of field techniques involved in environmental monitoring and management.

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

- Describe how abiotic and biotic factors determine the distribution and function of living organisms.
- Explain how the environment is affected by human activities.
- Conduct field-based experiments based on clearly formulated hypotheses, demonstrating good field practices through clear note taking.

Analyse and present scientific data, clearly and concisely, in written, visual and oral presentation forms.

D224E6 Environmental Science in Practice

Module Convenor: Dr HMM West, Dr S Sjogersten, Dr R Blunt

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

Target Students: Environmental Science and Biology undergraduate students

Total credits: 20

Level: 2

Number of Places: 50

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

Summary of Content: This module is designed to give students an opportunity to develop vital research and professional skills. Students will develop their group work, leadership, time management, statistical and communication skills whilst working on a range of problem based learning tasks. Students will work on real word problems and will have the opportunity to consider the different career paths available to an Environmental Sciences graduate. During the module students will choose a research theme for their final year research project, be allocated a project supervisor and will give a presentation based on their chosen topic.

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

Practical Class Programme:

2hrs lecture 2hrs small group and then independent study/meeting with supervisors.

Coursework:

Coursework 1	45%	3,000 words in total (2 topics, Group work)
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Assessment:

Presentation 1	55%	Presentation 10 min
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Aims and Objectives: During the module students will develop their professional competencies and abilities as an Environmental Scientist

Learning outcomes: To be able to effectively search and collate literature on a given topic · To be able to design experiments/studies and choose appropriate techniques and statistical tests. · To be able to present their work effectively to both scientific and non-specialists audiences

C12ECO Ecology

Module Convenor: Dr MP Eichhorn

Module Assessment Period: Full Year (Default) Assessed in both Autumn and Spring Semesters

Target Students: Compulsory for students taking degrees in Zoology. Optional for students taking other degrees in Biology.

Total credits: 20

Level: 2

Pre-requisite(s): It is strongly recommended that students should have taken LIFE1031 - Evolution, Ecology and Behaviour (C11EEB) in year 1. If you have not taken Evolution, Ecology and Behaviour, you are permitted to take the Biodiversity Field Course, but you do so at your own risk: you may need to do some extra reading/revision at the start of the course in order to be able to follow the material.

Number of Places: 10

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

Summary of Content: There is a limited number of places on this module. Students are reminded that enrolments which are not agreed by the Offering School in advance may be cancelled without notice.

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

Practical Class Programme: Lecture - 2 x 3hrs per week

Coursework:

Coursework 1 5%

Coursework 2 5%

Coursework 3 10%

Diversity data analysis (online)

Assessment:

Exam 1 80%

1 hour exam 1 Hour

Coursework 1 5%

Coursework 2 5%

Coursework 3 10%

Diversity data analysis (online)

Aims and Objectives: Ecology is the study of how natural systems are structured. This includes understanding how populations grow and change, how interactions among species form communities, and how biogeographical patterns across the Earth are generated. Applications will focus on sustainable management, conservation and predicting responses of the natural world to human impacts. The module will reveal core processes underpinning general patterns in nature, illustrated through case studies from a wide range of organisms and habitats.

Learning outcomes: Students will identify, discuss and explain general patterns found in natural systems. They will apply theories developed through case studies to novel

contexts. They will gain confidence and skills in using the biological literature. Their study skills will be enhanced. Their knowledge of statistical tools and methods will be reinforced and developed, and, through analysis of data from published studies, they will learn to evaluate statistical evidence and prepare their own reports.

V12235 Environmental History: Nature and the Western World, 1800-2000

Module Convenor: Dr R Lambert

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

Target Students: Single and joint honours History students

Total credits: 20

Level: 2

Availability to Exchange Students: Single and joint honours History students

Number of Places: 50

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

Summary of Content: The module is an introduction to the environmental history of the Western World over the past two centuries. It examines the history of environmental ideas and our changing attitudes to animals and nature, alongside the history of human impacts on the environment using the USA, Australia, New Zealand and Great Britain as case studies. Topics include species history, the rise of popular movements concerned with the environment, the role of the state in environmental protection, the history of pollution and pesticide use; the National Park movement and the Nature Reserve and the rise of outdoor leisure and recreation. The role of wildlife television and natural history film-making will also be examined.

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

Practical Class Programme:

Seminar 1 x 3hrs

Further Activity Detail: Teaching on this module ties in with Doing History, a series of lectures and seminars designed to: i) develop your awareness of both the craft of the historian and the discipline of history; ii) refine your key historical skills, including essay-writing, source analysis and critical reflection; and iii) support you in your development as a historian through your second year and into the third.

Coursework:

Coursework 1 - 50% - One 3,000-word essay

Assessment:

Exam 1 50% One 2-hour exam

Aims and Objectives: If we accept that the nineteenth and twentieth centuries have seen the most dramatic environmental changes in human history, then as we enter the twenty-first century it becomes more and more pressing for scholarship to offer insights into the nature and speed of that change, and human reactions to it. The module will challenge students to locate the present in the past by investigating the relationship between environmental history, contemporary social movements and political processes. Students will come to understand the history of environmental ideas and of environmental practice,

in the sense of examining the impact of man on the natural world over a range of continents.

Learning outcomes:

- a. Knowledge and understanding: Students should be able to
 - explain and interpret events in the environmental history of the Western World from 1800 to the present
 - explain and interpret the nature of people's lives in the past and their differing motives, attitudes and reactions to nature and the environment
 - evaluate how different societies have reacted to their surrounding environments
 - show an awareness of how environmental history contributes to a full understanding of human history on the planet
 - think about why the discipline of history must include the historical study of the relationships between human and natural environments
- b. Intellectual skills: Students should be able to
 - think critically and imaginatively about the past
 - identify and address key problems and issues in environmental history
 - understand how environmental history is an important tool in understanding human history, and works alongside social, political, economic and cultural history
 - construct coherent and independent historical arguments
- c. Professional/practical skills: Develop students' ability to
 - select, shift and synthesize information from a wide range of primary and secondary sources, and from the social and natural sciences
 - identify and compare arguments in the use of this source material
 - plan, research and write a substantial piece of historical research
 - use IT to access historical sources and information
- d. Transferable skills: Develop the students' ability to
 - manage a large, disparate and often incomplete body of information
 - express themselves clearly, coherently and fluently in writing essays
 - give a clear, fluent and well-structured oral presentation in class
 - work and learn actively with others
 - manage and take responsibility for their own learning
 - use IT for research and presentation purposes

N12122 Managing Tourism and the Environment: Conflict or Consensus?

Module Convenor: Dr R Lambert

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

Target Students: Available to Part I and Part II students. CANNOT be taken by Geography with Business students.

Total credits: 10

Level: 2

Availability to Exchange Students:

Pre-requisite(s):

Number of Places: 490

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

Summary of Content: The module will examine and explore:
The interactions between and the management of tourism and the environment from the perspective of key stakeholders including business, government, non-governmental organisations, tourist and local communities.

The emergence of environmentally concerned consumers and the implications of different environmental paradigms for tourism development.

Debates surrounding the environmental and economic impacts of tourism to highlight the potential for both conflict and consensus.

The role played by pressure groups in influencing tourism development and the emergence of nature/eco-tourism will also be examined.

The module will draw heavily on case study analysis of specific tourism/environmental interactions to highlight general principles surrounding the environmentally sensitive development of tourism destinations. These case studies will include developed nation destinations (eg UK, USA, Australia, New Zealand) and developing country destinations (eg Amazon, Africa), islands and the Polar Regions.

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

Practical Class Programme:

Lecture	1	1hr30min	Centrally
Seminar	1	1hr0min	Centrally

Coursework:

One 1,500 word individual essay

Assessment:

Exam 1	50%	One 1hr examination
Coursework 1	50%	One 1,500 word individual essay

Aims and Objectives:

To provide an understanding of the relationship between tourism and the environment. To explore future challenges in the management of tourism-environment interactions.

Learning outcomes:*Knowledge and understanding:*

This module develops a knowledge and understanding of:

- The dynamic and changing nature of business and the consideration of the future of organisations within the global business environment, including the management of risk
- The development, access and operation of markets for resources, goods and services
- The management of customer expectations, relationships and development of service excellence
- The management of resources
- The development of appropriate policies and strategies within a changing environment to meet stakeholder interests
- The need for individuals and organisations to manage responsibly and sustainably and behave ethically in relation to social, cultural, economic and environmental issues
- The interactions and interdependencies between tourism and the environment.
- The development of appropriate policies and strategies to meet stakeholder needs in a changing environment.

Intellectual skills

This module develops:

- The ability to analyse facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions
- Conceptual and critical thinking, analysis, synthesis and evaluation

Professional practical skills

This module develops:

- Self-analysis and awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development.
- Commercial acumen based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty
- The ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support and deliver successful outcomes

Transferable (key) skills

This module develops:

- Communication and listening including the ability to produce clear, structured business communications in a variety of media
- An awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts
- Self-management and a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time
- Ability to work with people from a range of cultures
- Articulating and effectively explaining information
- Emotional intelligence and empathy

N12109 Tourism futures: the challenge of sustainability

Module Convenor: Dr JM Rickly-Boyd

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

Target Students: Available to all students.

Total credits: 10

Level: 2

Number of Places: 250

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

Summary of Content: This module will survey the international tourism industry in the 21st Century. Starting with lectures on the history and sociology of tourism and its broader cultural significance, it will analyse trends in tour operation management, sustainable transport practice, niche markets like eco-tourism, and investigate and evaluate the various social, cultural and environmental impacts which the tourist industry has on destinations.

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

Practical Class Programme:

Lecture	1	1hr30min
Seminar	1	1hr0min

Further Activity Detail: 11 ninety minute lectures, 2 sixty minute seminars. Please note all non-lectures will be timetabled in the Business School

Coursework:

Coursework 1	30%	One piece of individual coursework (1,500 words)
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Assessment:

Exam 1	70%	One 90 minute exam
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Aims and Objectives: To interweave the various disciplines of tourism studies, to provide an understanding of how tourism fits into what may be described as postmodern society. To explore the historical origins of the tourism industry. To assess the role of tour operators, as well as the internet and other media in providing postmodern tourist experience. To analyse the challenge of sustainable transport options and emerging niche markets in the tourist industry of the future.

Learning outcomes:

Knowledge and understanding

This module develops a knowledge and understanding of:

- The management of customer expectations, relationships and development of service excellence

- The need for individuals and organisations to manage responsibly and sustainably and behave ethically in relation to social, cultural, economic and environmental issues
- Understanding of the dynamics of the global economy.
Cultural awareness and diversity, cultural interaction/conflict

Intellectual skills

This module develops:

- The ability to analyse facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions
- Conceptual and critical thinking, analysis, synthesis and evaluation

Professional practical skills

This module develops:

- Self-analysis and awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development.
- Qualitative skills - ability to work with case studies, conduct in-depth research, provide variety of evidence resourced.

Transferable (key) skills

This module develops:

- Communication and listening including the ability to produce clear, structured business communications in a variety of media
- Self-management and a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time
- Articulating and effectively explaining information

Recommended Reading/ Resources: Adequate resources are available.

C12477 Evolutionary Biology of Animals

Module Convenor: Dr S L Goodacre

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

Target Students: Students from the School of Biology, Zoology, Genetics

Total credits: 10

Level: 2

Number of Places: 100

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

Summary of Content: Evolutionary thinking is overarching all disciplines in zoology and molecular genetics. The main objective of this module is to introduce the student to key evolutionary concepts. It aims to allow the student to place their scientific interests within the broader context of evolution and to provide valuable background information that will benefit future modules taken in subsequent academic years. We have chosen a few major areas in evolutionary biology to which each we are devoting one lecture each. The objective is to present key concepts for each of these rather than to be exhaustive. 1. History of evolutionary thinking 2. Genome evolution 3. Natural selection versus genetic drift 4. Adaptation, speciation and population structure 5. Population differentiation and phylogeography 6. Sexual selection 7. Domestication 8. Human evolution 9. Paleontology, macroevolution and extinction 10. Guest speaker and revision session.

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

Practical Class Programme:

Lecture 1 x 3hrs 0min

Assessment:

Exam 1 100% 2 hour exam. Combination of multiple choice and essay

Aims and Objectives: This module aims to provide a general introduction to key evolutionary concepts in different fields of animal biology including human.

Learning outcomes: Knowledge and understanding: A1. By the end of each of the module, the students should have gained knowledge of the theoretical concepts behind each evolutionary field presented. A2. The student will be aware of the foundations of each subject with an appreciation of the direction of the current research in the field. A3. Introduction to the appropriate conventions and terminology of each field. Intellectual skills – the ability to B1. Understand evolutionary scientific concepts. Understand complex idea and related them to practical/illustrative examples. B2. Acquire substantial quantity of information systematically, to process them effectively in order to integrate them effectively across the broad field of evolution. B3. Critical thinking will be developed through encouragement of thinking independently while giving weight to the arguments of the different theories– concepts presented and drawing appropriated conclusions. B4 Scientific curiosity. Practical skills – the ability to: C1. Articulation of knowledge and understanding of scientific concepts. C2. Awareness of the importance of sounds observations and scientific data for theoretical development of concepts. C3 Critical reading

of the scientific literature. Transferable/key skills – the ability to: D1. Use and access information and communication technology. D2 Reflect and assess our own progress, strength and weaknesses.

Recommended Reading/ Resources: Appropriate for lectures.

C124E0 Soil and Water Science

Module Convenor: Professor Sacha Mooney Sacha.Mooney@nottingham.ac.uk

Lecturers: Dr Scott Young, Dr Liz Bailey

Module Details: Level 2 Spring Semester, 20 Credits

This module is capped at 60 - You will need permission from the module convenor to take this module unless it is a core module for your course

Pre-requisites: C123E3 Soil Science, C111E1 Global Environmental Processes, C111E5 Environmental Geoscience

Target Students: BSc (Hons) Environmental Science and Environmental Biology - Availability to Exchange Students BUT Not applicable for year 1.

Summary of Content: An advanced study of the physical and chemical processes that govern the behaviour and interaction of soil and fresh water systems. The module includes the study of: 1) The Hydrologic Cycle, the mechanisms controlling the movement and storage of water, into, through and within soils including infiltration and runoff, sustainable management of soils. 2) The processes that govern the movement of solutes and colloidal material. 3) Surface and sub-surface waters – chemistry of precipitation, rivers and lakes including impact of biological organisms on lake chemistry, major and trace element geochemistry of surface and sub-surface waters, controls on their composition, recharge, weathering rates and solubility of aquifer rocks, water bearing properties of common rock types.

Timetable: Typically one four-hour timetabled session per week: twenty lectures, regular tutorials/examples classes, forty hours student led studies and revision. One assessed practicals run in the afternoon of week 8. There is also a formative lab class (not assessed) Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Example Lecture Programme 2016-2017 Spring

Week 4	09.00	13.00	Sustainable Soil Management	Lecture	Physics C04	SM
Week 5	09.00	13.00	Geo-colloids & Salinity	Lecture	Physics C04	SY
Week 6	09.00	13.00	Adsorption	Lecture	Physics C04	EB & SY
Week 7	09.00	13.00	Reduction and Oxidation	Lecture	Physics C04	SY&E B
Week 8	09.00	13.00	Solubility 1*	Lecture	Physics C04	EB & SY
Week 9	09.00	13.00	Solubility 2	Lecture	Physics C04	SY & EB
Week 10	09.00	13.00	Diffusion & Kinetics	Lecture	Physics C04	EB & SY
Week 11	09.00	13.00	Assessment Review	Lecture	Physics C04	ALL

Week 19	31/01/17	9.00	9.15	Module Introduction	Lecture	UP-PHARM-A05
		9.15	10.15	The Hydrological Cycle	Lecture	UP-PHARM-A05
		10.30	11.30	The Hydrological Cycle	Lecture	UP-PHARM-A05
		11.30	13.00	The Hydrological Cycle	Student Centred Learning	
Week 20	06/02/17	9.00	10.00	Soil Water Potential	Lecture	UP-PHARM-A05
		10.15	11.15	Soil Water Potential	Lecture	UP-PHARM-A05
		11.00	13.00	Soil Water Potential	Student Centred Learning	
Week 21	13/02/17	9.00	10.00	Soil Water Flow Processes	Lecture	UP-PHYS-C12
		10.15	11.15	Soil Water Flow Processes	Lecture	UP-PHYS-C12
		14.00	17.00	Soil Water Flow Processes	Practical	UP-LIFESCI-A50
Week 22	20/02/17	9.00	10.00	Infiltration	Lecture	UP-PHARM-A05
		10.15	11.15	Sustainable Soil Management	Lecture	UP-PHARM-A05
		11.00	13.00	Sustainable Soil Management	Student Centred Learning	
Week 23	27/02/17	9.00	11.00	Geo-colloids & Salinity	Lecture	UP-PHARM-A05
		11.00	13.00	Geo-colloids & Salinity	Student Centred Learning	
Week 24	06/03/17	9.00	10.00	Adsorption	Lecture	UP-PHARM-A05
		10.15	11.15	Adsorption	Lecture	UP-PHARM-A05
		11.15	13.00	Adsorption	Student Centred Learning	
Week 25	13/03/17	9.00	10.00	Reduction and Oxidation	Lecture	UP-PORT-C26
		10.15	11.15	Reduction and Oxidation	Lecture	
		11.15	13.00	Reduction and Oxidation	Student Centred Learning	UP-PORT-C26
Week 26	20/03/17	9.00	10.00	Solubility 1	Lecture	UP-PHARM-A05
		10.15	11.15	Solubility 1	Lecture	UP-PHARM-A05

Week 27	27/03/17	9.00	10.00	Solubility 2	Lecture	UP-PHARM-A05
		10.15	11.15	Solubility 2	Lecture	UP-PHARM-A05
		14.00	17.00	Solubility	Practical	SB-STEM-A
Week 28	03/04/17	9.00	10.00	Diffusion & Kinetics	Lecture	UP-PHARM-A05
		10.15	11.15	Diffusion & Kinetics	Lecture	UP-PHARM-A05
		11.15	13.00	Diffusion & Kinetics	Student Centred Learning	
Easter Break						
Week 33	08/05/17	9.00	11.00	Assessment Review	Lecture	UP-PHARM-A05
Week 34	15/05/17	9.00	13.00	Revision	Student Centred Learning	

Further Activity Detail: Lecture 10 weeks X2 hours per week; Practical 2 weeks x4 hours. Minimum of 2 x 1 hr formal lectures followed by smaller group teaching such as tutorials, problem solving based group work, computer-aided learning sessions, field measurements and demonstrations. The practical sessions will be formal laboratory exercises that will form part of the coursework assessments.

Assessment:

Exam 1 70% 1.5hrs (Rogo)
Coursework 1 30% 1 x 1,000 word laboratory style report

Aims: The aim of the module is to provide a sound understanding of important physical and chemical processes that take place within soils and fresh water systems. This includes provide a basis for the understanding of more applied aspects of the behaviour of these systems (e.g. plant-soil interactions, pollution and its remediation).

Learning outcomes: On successful completion of this module, students will develop:

1. Specific knowledge of the physical processes that govern the behaviour of soil and water systems including an understanding of the physical processes controlling water retention and flow through soils and the underlying geology.
2. Specific knowledge concerning the chemical processes that occur within soil and water systems including an understanding of the major physico-chemical processes that generate waters of different chemistries at or near the Earth's surface.
3. Quantitative knowledge on how to appropriately interpret physical and chemical data relating to soil and water systems.
4. Wider knowledge and understanding of the key principles concerning the sustainable management of soil and water systems.

Recommended Reading: Bohn, H., McNeal, B and O'Conner, G. 1985. Soil Chemistry. John Wiley & Sons, New York. Hillel, D. (1998) Environmental soil physics, Academic Press, California. Langmuir, D. 1997. Aqueous Environmental Geochemistry. Prentice Hall, New Jersey. Marshall, T.J., Holmes, J.W., & Rose, V. (1999). Soil Physics. Cambridge University Press, Cambridge.

D224P9 The Green Planet

Module Convenor: Dr Susannah Lydon & Prof Malcolm Bennett

Total credits: 20

Level: 2, Spring Semester

Pre-requisite(s) C11LOE Life on Earth **or** C112P1 Plant Science

Number of Places: 40 - capped

Target Students: Environmental Biology; Environmental Science, Biology, Zoology, Genetics.

Summary of Content:

This module considers plant evolution from a functional perspective:

- Green Oceans & green lakes
- Green Land: *key challenges*
- Soils and symbioses
- Foraging: Rhizoids & roots, emergence of structures
- Transport: evolving structures to move water and nutrients
- Harvesting light: cuticle & stomata to modern leaves
- Growing Up: vascular tissues
- Escaping the need for water for reproduction: Seeds
- Co-evolution of plants and animals: flowers, fruits & herbivory

Module Activities:

Activity	No. weeks	No, sessions	Duration of session
Lecture	11 weeks	1 per week	3 hours
Practical	4 weeks	1 per week	3 hours

[Assessment of group poster presentations will take place within final week lecture session]

Assessment:

Exam1: 1.5 hour Rogo examination (67%)

Coursework 1: One group poster (formative assessment)

Coursework 2: One 1000 word lab report (33%)

Aims and Objectives: This module will explore the evolution of key plant systems through deep time, and the significance of this process for understanding modern ecology and food security.

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

- Discuss the challenges of the move of plants onto land.
- Explain the importance of symbiosis in early soils.
- Describe the role of water availability and transport in the evolution of the tracheophytes.
- Describe evolutionary innovations within the early spermatophytes.
- Demonstrate understanding of the power of natural selection in producing plant diversity over deep time.

29.3 Part II (Year 3) Modules

D235Z5 Applied Bioethics 1: Animals, Biotechnology and Society

Module Convenor: Dr K Millar (Convenor) kate.millar@nottingham.ac.uk

Module Details: Level 3 Autumn semester, 10 credit

Pre-requisite(s): None. **Co-requisite(s):** None.

Expected Number of Students Taking Module: 90

Target Students: Students in the School of Biosciences.

Availability to Exchange Students: Yes

The timetable will be finalised at the beginning of the semester.

Teaching Staff: Dr Kate Millar (Centre for Applied Bioethics)

Summary of Content: The module consists of lectures and associated seminars on: bioethical theory, research with animals, animal agriculture, applications of modern biotechnology to animals, animals and professional ethics, generic issues concerning: risk, precaution and trust; political dimensions of the biosciences; research bioethics.

Assessment: Exam 1 (60%) 2 hour exam Coursework 1 (40%) - One 2000-word essay

Aims: The module aims to provide students with a sound understanding of widely accepted ethical principles and encourage the application of these insights to the analysis of contemporary issues concerning modern biotechnologies and research in the biosciences, in relation to both humans and non-human species.

The module consists of lectures and associated seminars on: bioethical theory, research with animals, animal agriculture, applications of modern biotechnology to animals, animal and professional ethics, generic issues concerning: risk, precaution and trust; political dimensions of the biosciences; research bioethics...

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

- Recognise and explain the ethical dimensions of prominent issues raised by animal-human interactions
- Interpret the main ethical theories and principles and apply these to specific animal and biotechnology cases to inform professional decision-making
- Describe and apply ethical frameworks to analyse specific dilemmas raised by the human use of animal

D236Z6 Applied Bioethics 2: Sustainable Food Production, Biotechnology and the Environment

Module Convenor: Dr K Millar (Convenor), kate.millar@nottingham.ac.uk

Module Details: Level 3, Spring Semester, 10 credit

Pre-requisites: D235Z5 Applied Bioethics 1: Animals, Biotechnology and Society. Applied Bioethics 1 except in the exceptional circumstances where the student already has an appropriate academic background.

Co-requisites: None.

Expected Number of Students Taking Module: 60

Target Students: Students in the School of Biosciences.

Availability to Exchange Students: Yes subject to appropriate background.

Summary of Content: The module consists of lectures and associated seminars on: bioethical theory; the ethical dimensions of the nutritional needs of the global population; ethics of population management, use of new reproductive technologies and development; agricultural practices designed to meet the nutritional needs of the global population (including the use of GM crops); the impacts of agricultural and industrial activities on the sustainability of the global environment

The timetable will be finalised at the beginning of the semester.

Teaching Staff: Dr Kate Millar (Centre for Applied Bioethics)

Assessment:

Coursework 1 (50%) One 2000-word essay

Coursework 2 (30%) One 1000-word position paper

Oral Assessment (20%) Assessed oral presentation

Aims: The module aims to provide students with a sound understanding of widely accepted ethical principles and encourage the application of these insights to the analysis of contemporary issues in the agricultural, food and environmental sciences.

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

- Recognise and explain the ethical dimensions of prominent issues raised by agricultural practices (including the use of biotechnology) designed to meet the nutritional needs of the global population;
- Demonstrate how ethical theory can inform professional choices and public policies related to food production and environmental management
- Using team-based approaches to apply value-aware communication skills to discuss the ethical dimensions of agriculture and food production
- Set out and support an ethical position on an agricultural or environmental issue by applying arguments that draw on science and ethics literatures

C136E6 Environmental Biotechnology

Module Convenor: Dr H West Helen.West@nottingham.ac.uk

Module Details: Level 3, Spring Semester, 10 credits at University Park

Pre-requisites: Completed Part 1 year in Environmental Science, Environmental Biology or Biology

Expected Number of Students Taking Module: 40

Target Students: BSc Environmental Science, BSc Environmental Biology, BSc Biology, BSc Biotechnology. Available to JYA/Erasmus students.

Summary of Content: This module provides training in environmental biotechnology, with particular emphasis on the interaction between microorganisms and the environment. The main topics covered will be wastewater treatment, bioremediation of organic and inorganic pollutants, microbes as indicators of risk factors in the environment, microbes in agriculture (biocontrol and biofertilisers) and the role of microorganisms in bioenergy production.. Each topic will be introduced by a formal lecture followed by workshops during which students will study the topics in greater detail through problem-based learning techniques facilitated by the Convenor and by independent research. Knowledge and understanding of the lecture material will be assessed by Rogo examination and students will present the problem based exercises and case studies within an individual portfolio during the final week of the module.

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

Further Activity Details: Activities may take place every teaching week of the Semester or only in specified weeks. It is usually specified above if an activity only takes place in some weeks of a Semester. 36 hours of lectures and facilitated workshops.

Assessment Details:

Exam 1 100% 1.5 hour examination

Aims: To provide students with a sound understanding of environmental biotechnology; the role of microbes and other organisms in natural processes and their application in waste water treatment, bioremediation processes and bioenergy production.

Learning Outcomes: Knowledge and understanding of: - The way microbes interact with the environment - The applied effects of microbes on the environment and on human activity and welfare. Intellectual Skills - the ability to - Critically analyse and interpret published information and data - Understand complex ideas and relate them to specific problems or questions. Professional Skills - the ability to - Work safely in the laboratory and to assess related safety issues Undertake appropriate experimental design and statistical analysis Transferable Skills - the ability to - Work productively with others - Communicate effectively by oral presentation - Manage and manipulate numerical data

C135E9 Computer Modelling in Science: Applications

Module Convenor: Dr Dov Stekel Dov.Stekel@nottingham.ac.uk

Module Details: Level 3, Autumn Semester, 20 credits

Pre-requisites: D224E4

Expected Number of Students Taking Module: 40

Target Students: All School of Biosciences and Natural Sciences students and Ningbo 2+2 Environmental Sciences students (based in Geography).

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

Lecture Programme: All teaching will be mixed mode (lecture/computer practical) in computer rooms. Lecture programme is provisional and more detailed information will be given to you in the first session.

11. Module introduction and Jupyter (Stekel)
12. Python and image processing (French)
13. Image processing (French)
14. Image processing (French)
15. Spatial modeling introduction (Band)
16. Multiscale modeling (Band)
17. Steady states (Stekel)
18. Spatial modelling (Stekel)
19. Fitting models to data (Stekel)
20. Fitting models to data (Stekel)

Summary of Content: The use of computer-based models has become widespread in the biological and environmental sciences. This module contains the development and application of models in the context of biological and environmental sciences. Fundamental methods (e.g. model building, solution of differential equations, steady state analysis, fitting models to data, use of empirical models) are introduced and applied to a number of example applications. The examples include pollutant transfer and fate, population dynamics, protein synthesis, molecular switches and epidemics of humans and animals. Practical work is undertaken using modelling software to illustrate key aspects of the module. The module is designed for students with relatively little mathematical or computing experience or confidence and is an ideal opportunity to develop a knowledge of applying mathematical skills in an environmental science context.

Assessment:

Practical	40%	Patchwork Assessment (Parts 1 and 2)
Practical	60%	Patchwork Assessment (Parts 3, 4 and 5)

Aims: The aim of this module is to show the range of techniques for computer-based models applied to the biological and environmental sciences using suitable important examples

Learning Outcomes: A student who has successfully completed this module should be able to:

- (i) Understand and articulate the relevance of computer-based mathematical models to a range of applications in the biological and environmental sciences.
- (ii) Construct a simple model from a description of the processes in a biological or environmental system.
- (iii) Simulate simple and complex models using appropriate computer software.
- (iv) Use appropriate computer software to fit simple models to data.
- (v) Critically evaluate a model and its simulation results in the context of the environmental and biological science underpinning the model.
- (vi) Write appropriate computer programs to carry out image processing for biological and environmental images.

Reading List: To be given to students at the beginning of the module.

D23BE1 Research Project in Environmental Science

Module Convenors: Dr Sofie Sjögersten sofie.sjogersten@nottingham.ac.uk

Module Details: A level 3, 40 credit module taught over the Autumn and the Spring Semester at University Park. The module consists of a literature review and a research project.

Pre-requisites: Only available to students on the Environmental Science course with honours

CAPPED MODULE – You will need permission from the module convenor to take this module unless it is compulsory for your course.

Expected Number of Students Taking Module: 40

Target Students: Registration for the BSc degree in Environmental Science.

Summary of Content: Final year BSc research projects in Environmental Science are undertaken over semesters 5 and 6 as one 40 credit module. The principal module activities will be (i) setting up and carrying out the practical work and analyse the results critically, (ii) presentation of a research seminar to staff and peers and (iii) the submission of a final report in the form of a scientific paper. There is considerable flexibility over the balance of literature and practical work. Projects which are 100% literature-based are just as acceptable as those in which the emphasis is on laboratory or field work.

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

Lecture Programme: The module will consist of tutorials with supervisor and independent research by the students.

Assessment Details:

Coursework	100%	Submission of research paper based on practical project work (< 5000 words) (70 % of the mark). Supervisors mark based on effort and skill shown during practical component of the project (15%). 15-20 minute seminar presentation (15 %). *
1		

Coursework: A report will be submitted in the first week of the November. This will be < 5000 words and should include the following components: a) a review of the literature which relates to the project area; b) a project plan for experimental and/or literature work in semesters 5 and 6. The relative weighting of these components and the detailed structure of the reports is decided in consultation with the project supervisor. This is because the range of project topics available dictates that progression in different components will proceed at different rates over semesters 5 and 6 and the overall balance of the report will vary considerably between projects. The research paper based on the practical work (< 5000 words) will be submitted in the first week of May.

Aims: This module will help develop skills associated with (i) planning and undertaking independent research work, (ii) presenting research findings to an audience of peers (iii) writing scientific papers. This module enables you: 1. Plan research work in co-operation with your supervisor and technical staff. 2. Effectively manage your time. 3. Assimilate new practical and intellectual skills associated with the subject of your project. 4. Present your work to an audience of staff and your peers. 5. Write a final report, in the form of a scientific paper, in accordance with editorial guidelines. The written work is assessed

using the School's Qualitative Assessment Criteria for essays and reports and the seminar using the guide for oral presentations.

Learning outcomes:

- The students will be able to critically analyse and interpret published information and data.
- The students will be able to acquire substantial quantities of information systematically, process it effectively, and draw appropriate conclusions.
- The students will be able to undertake appropriate experimental design and statistical analysis.
- The students will be able to undertake practical experimental work using appropriate equipment and instruments.
- The students will be able to communicate effectively both orally and in writing
- The students will be able to organise and manage their working time, schedule tasks, and meet deadlines.

C13582 Biological Photography and Imaging 2

Module Convenor: Mr D McMahon

Module Assessment Period:

Target Students: (C100) Biology; (C300) Zoology; (F900) Environmental Science

Total credits: 10

Level: 3

Number of Places: 65

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

Summary of Content: There is a limited number of places on this module. Students are reminded that enrolments which are not agreed by the Offering School in advance may be cancelled without notice. The module will further extend and develop the students' skills of creative and critical biological photography. They will continue to develop the practice and experience gained in the earlier module. Although they will be expected to consolidate and advance their overall knowledge of biological photography, they will be encouraged to demonstrate an increasing expertise in selected subject areas and/or specialist photographic techniques such as digital imaging and manipulation (using Photoshop CS software), digital video photography and editing, ecological, environmental photography, landscapes, macro and long lens photography, specialist lighting etc. Field and studio work will continue to be essential elements of the module.

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

Assessment:

Coursework 1 (Compulsory) 25% - Personal Project- assessed via mini dissertation and images

Coursework 2 (Compulsory) 25% - Field Assignment - assessed via written report, PowerPoint poster and images

Coursework 3 (Compulsory) 25% - Light Project- assessed via submitted images

Coursework 4 (Compulsory) 25% -A written assessment of a current or past photographer's work, evaluating their works, and critically analyzing the images to form a written study of the works and life.

Aims and Objectives: To provide students with the opportunity to further advance their skills, knowledge and creative ability in the art and science of using modern imaging techniques to communicate biological information and to enable them to be particularly suitable to seek employment where a combination of photography, imaging and biology would be advantageous.

Learning outcomes:

Knowledge & Understanding of:

A1. The relationship between the life and environmental sciences and other disciplines and forms of knowledge (t,l,p,a)

Intellectual skills - the ability to:

B1. Critically analyse and interpret published information and data (l,p,a)

B2. Think independently while giving due weight to the arguments of others (l,p,a)

- B3. Understand complex ideas and relate them to specific problems or questions (t,p,a)
- B4. Acquire substantial quantities of information systematically, process it effectively, and draw appropriate conclusions (t,l,p,a)
- B5. Make and record accurate observations and measurements (l,p)

Practical skills - the ability to:

- C2. Articulate knowledge and understanding of scientific concepts (l,p,a)
- C3. Write and construct scientific documents (e.g. papers, reports, posters etc) using appropriate styles, conventions, and terminology (t,l,p,a)
- C4. Work safely in the laboratory and the field and to assess related safety issues (t,l,p,a)
- C5. Undertake appropriate experimental design and statistical analysis (t,l,p,a)
- C6. Undertake practical experimental work using appropriate equipment and instruments (t,l,p,a)

Transferable/key skills - the ability to:

- D1. Work productively with others (t,l,p,a)
- D2. Communicate effectively in writing (l,p,a)
- D3. Communicate effectively by oral presentation (t,l,p,a)
- D4. Organize and manage your working time, schedule tasks, and meet deadlines (l,p)
- D5. Use and access information and communication technology (l,p,a)

Recommended Reading/Resources:

Lecture rooms, darkrooms and studio, of which there is adequate provision within the school.

C13592 Evolutionary Ecology

Module Convenor: Dr A MacColl

Module Assessment Period: Autumn (default), assessed by end of autumn semester.

Total credits: 10

Level: 3

Pre-requisite(s): C12338 Ecology is recommended.

Number of Places: 90

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

Summary of Content:

The module will consider current knowledge of, and research into, the ecological causes and evolutionary processes that govern natural selection, adaptation and microevolution in natural populations. Three approaches to the study of evolutionary ecology will be used: theoretical and optimality models; the comparative method and direct measurement of natural selection in the wild. Approximately one week will be spent on each of the following topics: Natural selection and the causes of evolution. The genetic basis of variation and its maintenance. Evolutionary stable strategies. Evolution of life histories. Competition and evolution. Coevolution of predators and prey. Coevolution of hosts and parasites. Coevolution of mutualists. Ecology and the origin of species.

Lecture Programme:

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

Practical Class Programme:

Lecture 1 per week, 2 hours centrally.

Seminar 1 per week 2 hours centrally.

Assessment:

Exam 1 60% two hour examination

Inclass exam 1 (written) 40% two test contributing 20% each

Aims and Objectives:

This module will describe the workings of natural selection in wild populations, the ecology that drives it, the processes that constrain it and the microevolution that results. Students will be encouraged to explore different intellectual tools for addressing questions about nature such as models, observations, experiments and the comparative method, and to think about their strengths and weaknesses. The module is based on a series of lectures and associated, critical discussion of papers from the primary literature.

Learning outcomes:

a) Knowledge and understanding a2) Current trends and developments in Zoology a3) Genetics and evolution of living organisms. b) Intellectual skills b2) Critically analyse and interpret published information and data. b3) Think independently while giving due weight c Professional practical skills c1) Carry out scientific research and evaluate and make use of the material so acquired. d) Transferable (key) skills. d2) Communicate effectively in oral presentation. d3) Reflect on and assess their own progress, strengths and weaknesses d4) Work productively with others.

C43541 Conservation Genetics

Module Convenor: Dr A Davison

Module Assessment Period: Autumn, assessed by end of autumn semester

Total credits: 10

Level: 3

Number of Places: 110

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

Summary of Content: This lecture module describes the genetic effects of reduced population size, especially as they relate to the conservation of endangered species. Random genetic drift and inbreeding will be discussed in depth, both from theoretical and practical standpoints. The importance of heterozygosity and the consequences of a loss of genetic variability will be examined, and ways of alleviating these, using both experimental and theoretical approaches. This will lead into a review of the units of conservation from a genetic perspective.

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

Practical Class Programme: Lecture 1 per week, 6 in total, duration 1 hour 30 minutes. Location centrally.

Assessment:

Dissertation (compulsory) 90% - 2500 words

Coursework 1 (compulsory) 10% - assessed computer based session.

Aims and Objectives: To present an advanced review of the role of genetics in the conservation of endangered species. Students completing this module should have acquired an advanced knowledge of the effects of limited population size upon genetic structure; the theory of inbreeding and inbreeding depression in captive and wild populations; the use of genetic technology to investigate population structure; ways of managing endangered species to maximise their genetic variability; and modern views of specific concepts.

Learning outcomes: Note taking; literature review; investigation and criticism of scientific literature.

Recommended Reading/Resources:

A lecture/seminar room suitable for a class of about 65 students. Library resources are adequate.

C135E5 Environmental Pollution Field Course

Module Convenor: Professor George Shaw George.Shaw@nottingham.ac.uk

Module Details: Level 3, Autumn Semester, 10 credits

Module capped at: 20 – You will need permission from the module convenor to take this module unless it is compulsory for your course.

Pre-requisite(s): C123E3 Soil Science

Students who have not attended this module may be considered at the module convenor's discretion. Due to the different locations over which this module is delivered, it may be difficult for a student with a major physical disability to access it. If you are a student with a disability who is interested in this module, please contact the Module Convenor to discuss your needs and the feasibility of registering for this module.

Summary of Content: The field excursion will be of one week's duration and will take place in September, immediately before semester 5. The aim is to provide students with practical experience of a range of environmental pollution issues in a region of central Europe which historically has been one of the most polluted areas in the world. Specific issues covered during the excursion will be as follows:

- Soil acidification and forest decline/recovery.
- Contamination of soils and vegetation due to mining and air pollution.
- Biomonitoring using tree rings.
- Lignite mining and combustion, past and present.
- Reclamation of coal and uranium mines and contaminated land.
- Particulate and gaseous air pollution.

Field activities will be based around Usti nad Labem in the northern Czech Republic. A series of field exercises involving sampling and observation will be undertaken, based on the key topics above. These will be followed up by laboratory sessions in semester 5 during which samples collected in the field will be processed and data analysis undertaken. The results will be presented during a seminar session in December at which students will give short (5-10 minute) summary talks on their work during and after the field trip.

Aims: The overall aim is to provide students with practical experience of environmental pollution and its long term effects in a polluted area in central Europe. The field exercises will complement other modules offered by the School, especially those in Research and Professional Skills for Environmental Scientists, Environmental Pollutants – Fate, Impact and Remediation. The field excursion will put some of the material presented in each of these modules in a real-world context. Furthermore, students will gain practical experience of foreign field work, working in teams, chain-of-custody issues concerning field samples, in situ and ex situ analysis of samples, oral presentation techniques and report writing.

A contribution of approximately £200 per student will be required towards the cost of travel and accommodation. Module Convenor to confirm cost for 2017/18.

Assessment Details:

Coursework 1 75% One 3000 word report

Presentation 1 25% One short, group presentation (25%), based on field and laboratory work.

Learning Outcomes:

After successful completion of this module students will be able to:

- Describe the history and major sources of environmental pollution in North Bohemia (Czech Republic).

- Plan and execute a field sampling survey in a foreign country, such as the Czech Republic.
- Recognise key practical limitations of overseas field work and suggest solutions to these limitations.
- Implement a series of physical and chemical analyses in the laboratory using samples collected in the field.
- Analyse and interpret a large and varied data set resulting from field and laboratory measurements.
- Communicate and explain the information revealed by the data set using both oral and written methods.
- Work effectively as part of a team in the field and laboratory.

Recommended Reading: Will be announced at the start of the module.

C135E8 Arctic Ecology Field Course

Module Convenor: Dr Sofie Sjogersten sofie.sjogersten@nottingham.ac.uk

Module Details: Level 3, Autumn Semester, 10 credits

Module capped at: 20 – You will need permission from the module convenor to take this module unless it is compulsory for your course.

Pre-requisite(s):

If you are a student with a disability, and you have not already disclosed your disability to the module convenor, you should discuss any needs you may have with the module convenor at the point of registering for this module. The University will take all reasonable steps to ensure that any student with a disability is able to access this module.

Summary of Content: The course will focus on the function of arctic ecosystems. We will identify key terrestrial ecosystem drivers and processes in order to gain a broad understanding of arctic areas. During the field course, students will put ecological methodology into practice in projects that analyse landscape patterns and processes in different habitats. The course will also address climate change impacts on arctic ecosystems. The work will familiarise students with ecological methodology, experimental design, data collection and analysis, interpretation and presentation. Students are required to pay a contribution towards the cost of the field course. The module includes the study of: Diversity in contrasting habitats, ecosystem processes, impacts of climate change on arctic ecosystems.

A contribution of £275 to the cost of accommodation and travel will be required.

Assessment Details:

Coursework 1	100%	Written report 2500 words
Coursework 2	0%	Submission of a completed field note books and adequate contribution to data collection and student behaviour (confirming to the Biosciences code of conduct during field courses).

Aims: To provide a sound understanding of important ecological processes that take place within arctic habitats. To provide a basis for the understanding of more applied aspects of the behaviour of these systems (e.g. plant-soil interactions and threats to the ecosystem).

Learning Outcomes:

- The students will be able identify plant species and measure ecosystem properties.
- The students will be able to make and record accurate observations and measurements in the field and in the laboratory.
- The students will be able to analyse and interpret their data.
- The students will be able to understand complex ideas relating to ecosystem functioning and biodiversity and relate them to climate change in the Arctic and ecosystem feedbacks.
- The students will be able to write and construct a scientific report using appropriate styles, conventions, and terminology

C136E7 Environmental pollutants: fate, impact and remediation.

Module Convenors: Dr Scott Young (SY; Convenor) scott.young@nottingham.ac.uk, Prof George Shaw (GS; Convenor) George.shaw@nottingham.ac.uk

Module Details: Level 3, Spring semester, 20 credits at University Park

Pre-requisites: C123E3 Soil Science (or equivalent)

Expected Number of Students Taking Module: 70

Target Students: F900, F750, C150, F759, FG07, FG08 and Available to JYA/Erasmus students.

Summary of Content: This module is concerned with the behaviour and effects of pollutants in terrestrial and aquatic environments and how their impacts can be ameliorated and managed. The focus is on both the scientific understanding of environmental pollutants and on the intervention strategies currently available. Topics covered include study of the common water and soil pollutants: heavy metal contamination of land; radionuclide behaviour in the environment; persistent organic contaminants and pesticides; nitrate pollution of groundwater; pollution of surface waters by agriculture; eutrophication of lakes; acidification of soils and freshwaters; biological monitoring of rivers; ecotoxicology and environmental epidemiology; quantitative risk assessment; land reclamation, including landfill sites.

Module Activities - Combination of lectures, formative tutorials, field visit and associated laboratory work and demonstrations.

Assessment details

Rogo examination (70%, 1 x 2 hours), 2 summative assessments (15% each)

Summative exercise 1. This activity will be based on a half day field visit to Bagworth Heath, Leicestershire. Small groups will carry out several field sampling exercises or demonstrations, on a rotational basis. Data will either be collected directly by the students or will be provided from demonstrations. A 1,000 word report will be written by the students using these data.

Summative exercise 2. This activity is based on extensive geochemical data previously collected over several years at an old lead mine in Clough Wood, Derbyshire. Several geochemical topics will be addressed including an assessment of mining activities on environmental health, geochemical associations, evidence of agricultural impact in stream water etc. A 1,000 word consultancy-style report will be written by the students using these data.

Aims – The aims of the module are to present: a. current scientific understanding of the fate, impact and remediation of environmental pollutants; b. techniques employed in their study; c. methods currently available to manage and mitigate their impact. At the end of the module the students will be able to (i) understand and explain the underlying mechanisms involved in the major problems of terrestrial and aquatic pollution; (ii) make rational decisions regarding remediation of polluted environments; (iii) give relevant advice to managers, planners and other decision makers.

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

- Outline the nature and origins of the major environmental pollutants and place these in the context of past and present human activities.
- Discuss and distinguish between the specific behaviour of a range of organic and inorganic contaminants in the terrestrial and aquatic environments.
- Discuss current knowledge gaps in pollutant transformations and dynamics in the environment.
- Make a quantitative risk assessment of environmental contamination and critically appraise current approaches to modelling risk.
- Demonstrate understanding of current waste disposal and management issues.
- Critically compare current and past approaches to contaminated land restoration and management.

D236E2 Geobiology

Module Convenor: Dr Barry Lomax barry.lomax@nottingham.ac.uk

Module Details: A level 3, 10 credit module taught in the Spring Semester at University Park. The module consists of 10 lectures and two practical classes.

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

Pre-requisites: C123E7 Climate Change Science and/or D223E4 Ecosystem Processes

Target Students: BSc. Environmental Science and Environmental Biology

Summary of Content: The course will focus on the processes that govern the interplay between the biosphere and geosphere. It will identify key events and processes in geological time which demonstrate the geological consequences of evolution. Students will gain understanding of the mechanisms that control changes in the physiochemical environment and their impact upon evolution and in turn how life has impacted on the physiochemical environment.

Lecture Programme:

The module will consist of 10 lectures and 2 practical classes involving both laboratory and independent work.

Assessment:

Exam: 50% one, 1.5 hour exam (essay based exam, two questions from a choice of four).
Coursework: 50% course work (two written reports 25% each) based on two separate pieces of practical work (1000 words each).

Aims: Geobiology explores the relationship between life and the Earth's physical and chemical environment over geological/ evolutionary time. The module will focus on the geological consequences of evolution and how life has influenced physical and chemical environment. Topics covered will include: *Origins and evolution of life; Evolution of the atmosphere and biosphere; Geobiology of critical intervals; Palaeobiology and evolutionary ecology*. Students will gain understanding of the mechanisms that control changes in the physiochemical environment and their impact upon evolution. In order to gain a broad understanding the module will explore past changes as seen in the fossil record, together with present day processes that underpin these responses. The lectures and practical classes will give students knowledge of the tools that are used to reconstruct past environmental conditions and the effect of future changes in the abiotic stimuli that drive ecosystem function.

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

- Evaluate interaction (feedbacks and feed-forward) between O₂ and life over the key intervals in geological time.
- Evaluate interaction (feedbacks and feed-forward) between CO₂ and life over the key intervals in geological time.
- Critique various mechanisms proposed for mass extinction events and apply this knowledge to case studies.
- Discuss the Gaia hypothesis within the framework of geobiology.

Recommended text:

Fundamentals of Geobiology (Eds Andrew H. Knoll Don E. Canfield Kurt O. Konhauser) ISBN: 978-1-4051-8752-7 (Wiley Blackwell) £37.50 (Paperback)

C13696 Conservation

Module Convenor: Prof Francis Gilbert

Module Details: A level 3, 20 credit module taught in the Spring Semester at University Park.

Pre-requisites: None (however knowledge of material in Ecology (C12338) and Natural Systems (C12473) will be assumed; Animal Behaviour (C12321) is also useful)

Target Students: BSc/MSci Biology and Zoology, but not restricted

Summary of Content: The module will consist of the following material, organised for each day of the course. 1) Species & names. 2) Distributions & mapping. 3) Populations, fragmentation & habitat loss. 4) Rarity, extinction & viability analyses. 5) Indicators, IUCN RDB. 6) Testing & monitoring 7) Global change. 8) Practical conservation in the UK. 9) Biological invasions. 10) People & conservation. 11) Science, triage and prospects for the 21st century

Lecture Programme:

The module will consist of 10 lectures and 6 practical classes

Assessment:

Exam 1	50%	3hr examination
Coursework 1	20%	Report (3,000 words)
Coursework 2	10%	Report (1,000 words)
Coursework 3	20%	Report (3,000 words)

Aims: To prepare students to be able to work for a conservation organisation, giving them the theoretical and practical skills to make a contribution straightaway.

Learning outcomes:

Knowledge & understanding: A1. the relationship between Conservation science and other disciplines A2. current trends and developments in Conservation science A4 appropriate terminology, nomenclature and classification A5 genetics and evolution of living organisms A10 interaction of organisms and their environment A11 ethical issues of conservation and its impact on society Intellectual skills: B1. critically analyse and interpret published information and data B2. think independently while giving due weight to the arguments of others B3. understand complex ideas and relate them to specific problems or questions B4. acquire substantial quantities of information systematically, process it effectively, and draw appropriate conclusions B5. make and record accurate observations and measurements Professional practice: C1. carry out scientific research and evaluate and make use of the material so acquired C2. write and construct scientific documents (e.g. research reports) using appropriate styles, conventions, and terminology C4. undertake appropriate experimental design and statistical analysis C5. undertake practical experimental work using appropriate equipment and instruments C6. apply basic knowledge of practical approaches and techniques Transferable skills: D1. communicate effectively in writing D2. communicate effectively in oral presentation D3. organise and manage their working time, schedule tasks, and meet deadlines D4. use and access information and communication technology D5. reflect on and assess their own progress, strengths and weaknesses D6. manage and manipulate numerical data D7 work productively with others

30 MyNottingham Terminology

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

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

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

31 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

*there may be some changes to marketing criterial 2017/18, students will be notified in advance of any changes

Appendix 1

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

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

Appendix 2

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

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

Appendix 3

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

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

2. The qualitative criteria include consideration of :

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

Appendix 4

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

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

Appendix 5

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

- Only broad classes (A,B,C,D and E) have qualitative criteria attached; the division into (e.g.) C1, C2, C3 etc. is at the discretion of the examiner.
- The qualitative criteria include consideration of :
 - Independence and initiative. Perseverance when work does not go according to plan.
 - Organisational ability; can the student plan their use 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

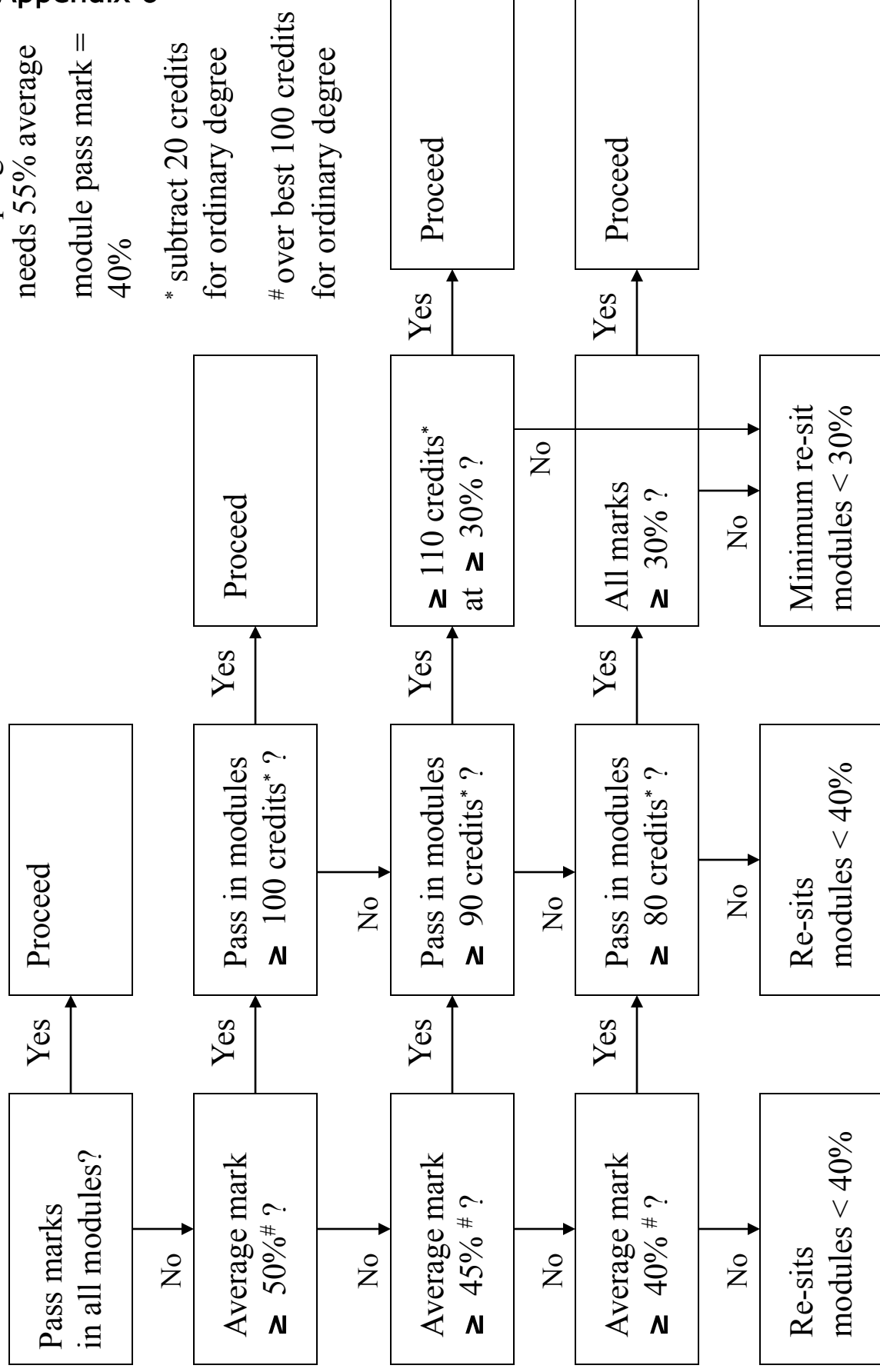
MSci prog to Part II

needs 55% average

module pass mark = 40%

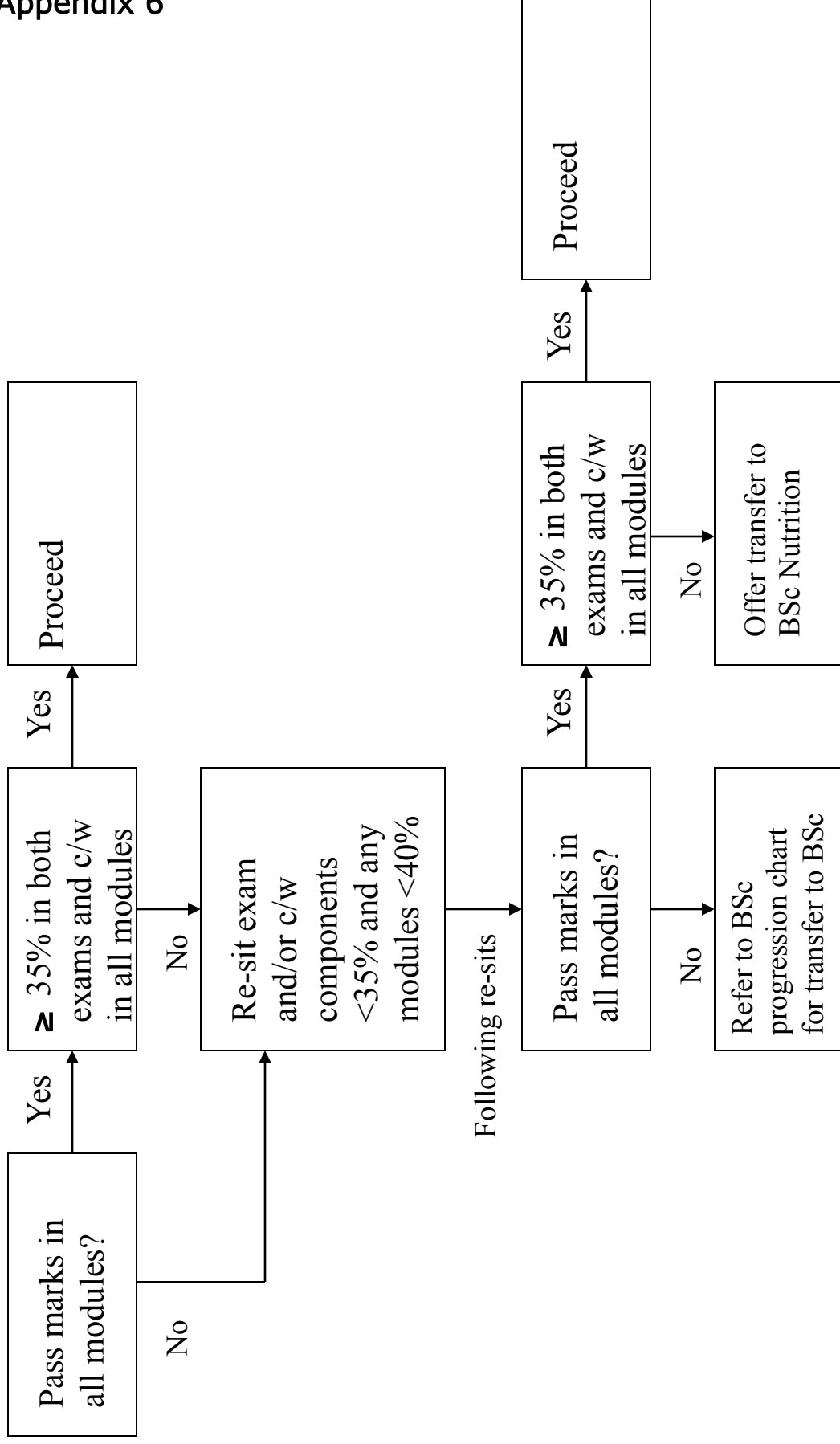
* subtract 20 credits for ordinary degree

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.

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Mark Class C

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

Mark Class D

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

Mark Classes E/F

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

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

School of Biosciences: Tutoring Statement

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

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

3. The personal development of the student should be promoted; leading to improved communication skills and greater confidence in presentation and dealing with the unfamiliar.	<p>Many modules require presentations, group working and practical skills to be developed – see: http://www.nottingham.ac.uk/biosciences/study-with-us/employability/employability-skills.aspx.</p> <p>Final year research project involves significant personal development as an individual researcher and scientist. MSci students take undertake an additional project in which their professional skills are further developed. MNutr students undertake clinical placements giving them first-hand experience of communicating with the public.</p> <p>Project assessment includes an oral presentation.</p>
4. Students should receive prompt, helpful and detailed feedback on their assessments, in a manner that enhances learning and improves future assessment performance.	<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>
5. Students struggling with aspects of individual modules, or more generally with their programme of studies, should have clearly signposted and ready access to a reasonable level of academic advice and support designed to remedy their difficulties.	<p>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>
6. Students should receive the level of support in developing their study skills necessary to perform satisfactorily on their programme of studies.	<p>A well-developed Study Skills Handbook, to which students are introduced during a specific session in Week One. Personal tutors also provide study-skill advice.</p> <p>A year-long Academic Development and Employability module delivered to first year students.</p> <p>Provision of self-assessment materials from the Virtual Writing Centre for students' use.</p> <p>Course staff provide specific aspects of guidance, especially in relation to coursework.</p>

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

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

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

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

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