



**University of
Nottingham**

UK | CHINA | MALAYSIA

Integrated Agricultural Business Management

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.

CONTENTS

1	Dates for Your Diary	2
2	Course Handbook	3
3	The School of Biosciences	4
4	Advice.....	5
5	Student Commitment.....	6
6	Your School and Your Studies	7
7	Staff Roles.....	8
8	Academic Staff and Locations.....	11
9	Course Structure, Organisation and Choosing Your Modules.....	16
10	Course Structure	18
11	Table of Modules	20
12	Timetable Information.....	21
13	Teaching Methods.....	23
14	Assessment, Progression, Compensation and Reassessment	25
15	Extenuating Circumstances.....	28
16	Plagiarism and Paraphrasing	29
17	Personal Academic Development	35
18	Academic Tutoring	36
19	Attendance Monitoring	37
20	Complaints and Appeals Procedures.....	38
21	Industry Placements	39
	21.1 Study Abroad	41
22	Channels of Communication	43
23	Student/Staff Consultation	44
24	Students' Access to Academic Staff policy	45
25	Quality Assurance	46
26	Coursework and Examination Feedback.....	47
27	Student Services/Departments.....	49
	27.1 Student Services Centre	49
	27.2 Libraries	49
	27.3 IT Facilities	50
	27.4 Accessibility	51
	27.5 Careers and Employability Service	52
28	Health, Safety and Security	54
29	Module Information (including from Other Schools)	55
	29.1 Qualifying (Year 1) Modules.....	55
	29.2 Part I (Year 2) Modules	69
	29.3 Part II (Year 3) Modules	88
30	MyNottingham Terminology	108
31	Appendices:	109

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.ac.uk
Head of School	Prof Simon Langley-Evans	MB	16139	Simon.Langley-Evans
Head of Operations	Dr Sarah Johnson	MB	16000	Sarah.Johnson
PA to Head of School Head of Operations	Ms Susan Blencowe	MB	16010	Susan.Blencowe
Student Service Centre, Senior Manager	Ms Yvonne Allen	Barn	86500	Yvonne.Allen
Welfare Manager	TBC	MB	16003	SS-Welfare-SB
4-Year Degree Tutor (International Year)	Mrs Rachel Jessop	Barn	16162	Rachel.Jessop
Marketing Manager	Mr Ben Holden	MB	16607	Ben.Holden1
Student Service Centre Programme Administrator	TBC	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 = Bioenergy 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.a c.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.a c.uk
Warden Bonington Hall	Dr Ian Hardy	SL	16052	Ian.Hardy
Senior Tutors	Prof Martin Luck Dr Liz Bailey	SL	16309 16255	Martin.Luck Liz.Bailey
Semester 1 Tutor	Dr Kevin Pyke	PCS	13216	Kevin.Pyke
Exam Officer	Dr Matthew Elmes	NL	16183	Matthew.J.Elmes
Director of International Studies	Dr Marcos Alcocer	NL	16103	Marcos.Alcocer
Biosciences Director of Learning and Teaching	Dr Fiona McCullough	NL	16118	Fiona.Mccullough
Malaysia School Coordinator	Dr Marcos Alcocer	PCS	16103	Marcos.Alcocer
Study Abroad Co-ordinator (U21/University-wide, Erasmus+, Summer Schools abroad)	Mrs Rachel Jessop	Barn	16162	Rachel.Jessop
Industrial Placement Officers & School Placement Officers	Dr Judith Wayte Mrs Rachel Jessop	Barn	16171 16162	Judith.Wayte Rachel.Jessop

Building Locations

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

Course Directors	Name	Building <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 2018/19 academic year. This year we will be using an online form.

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 Integrated Agricultural Business Management D40A

Director: Dr K Harris-Adams **Telephone:** 0115 951 6066
e: keely.harris-adams@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
D212A1	Grassland Management	10	Spring
D212A2	Contemporary Agricultural Systems	10	Spring
D211F3	The Biosciences and Global Food Security	10	Autumn
D211A2	Animal Biology	10	Autumn
D211E5	The Ecology of Natural and Managed Ecosystems	20	Spring
D211A3	Agricultural Business in the Global Economy	20	Autumn
D212A3	Integrated Agri-Food Markets and Marketing	20	Spring
D21BG1	Biosciences Tutorials (Academic Development) and Foundation Science	20	Full Year

Part I (Year 2)

Compulsory

Students must take all modules in this group

Code	Title	Credits	Taught
D224A1	Applied Agricultural and Food Marketing	10	Spring
D223A6	Economic Analysis for Agricultural and Environmental Sciences	10	Autumn
D224A4	Enterprise Management Challenge	10	Spring
D224G1	Professional Skills for Bioscientists	20	Spring
D224A7	Practical Policy Making	10	Spring
D223A9	Agri-Business Enterprise and Innovation	20	Autumn

Restricted

Students must take 40 credits from this group

Code	Title	Credits	Taught
C123E7	Climate Change Science	10	Autumn
D224Z6	Principles of Animal Health and Disease 1	10	Spring
D223P9	Applied plant physiology: from cell to crop	20	Autumn
D223A7	Applied Animal Science	20	Autumn

Part II (Year 3)

Compulsory

Students must take all modules in this group

Code	Title	Credits	Taught
D235A4	Rural Business Management	10	Autumn
D236A2	Management Consultancy	10	Spring
D23PRO	Undergraduate Research Project	40	Full Year

D235AA	Agri-Business Case Study	20	Autumn
D236A9	Agri-Business Innovation Incubator	20	Spring

Restricted

Students must take 20 credits from this group

Code	Title	Credits	Taught
D236A3	Current Issues in Crop Science	10	Spring
D235Z5	Applied Bioethics 1: Animals, Biotechnology and Society	10	Autumn
D236Z6	Applied Bioethics 2: Sustainable Food Production, Biotechnology and the Environment	10	Spring
D23BA1	Livestock Production Science	20	Full Year
D235A0	Field Crops	10	Autumn
D236A8	Field Crops Cereals	10	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 Introduction to Nutrition Agricultural Business in the Global Economy Microbes and You The Physiology of Microbes Dietetics Tutorial (academic Development) Introduction to Dietetics Food Commodities and Primary Processing Food and Physiology Food Materials and Ingredients Introduction to Health Behaviours Global Environmental Processes (UP) Environmental Geoscience (UP) Evolution, Ecology and Behaviour Tutorials in Environmental Science (UP) Environmental Science and Society Life on Earth (UP) Plant Science Research Tutorials	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					10 of 20				
	D21BN1	BIOS1008			20			10 of 20		10 of 20			10 of 20		10 of 20	10 of 20	
	D211A3	BIOS1022															
	D21BF3	BIOS1020												10 of 20			
	D21BF7	BIOS1027							10 of 20					10 of 20			
	D21BN6	BIOS1029								5 of 10							
Dietetics Tutorial (academic Development) Introduction to Dietetics Food Commodities and Primary Processing Food and Physiology Food Materials and Ingredients Introduction to Health Behaviours Global Environmental Processes (UP) Environmental Geoscience (UP) Evolution, Ecology and Behaviour Tutorials in Environmental Science (UP) Environmental Science and Society Life on Earth (UP) Plant Science Research Tutorials	D21BN5	BIOS1021								5 of 10							
	D211F4	BIOS1024											10			10	
	D211F5												10			10	
	D21BF1	BIOS1010											10 of 20		10 of 20	10 of 20	
	D21BN4	BIOS1019											10 of 20		10 of 20	10 of 20	
	C111E1	BIOS1004								10 of 20		20					
	C111E5	BIOS1013										20					
	C111EB										10 of 20						
	C111BE1	BIOS1011									10 of 20						
	D212E4	BIOS1026								10 of 20		10 of 20					
Life on Earth (UP) Plant Science Research Tutorials	C111OE	LIFE1030									10 of 20						
	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	Microbio	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 Food Materials and Ingredients Contemporary Agricultural Systems The Ecology of Natural and Managed Ecosystems Introduction to Dietetics Dietetics Tutorials (academic Development) Introduction to Health Behaviours Grassland Management Bacterial Physiology Introductory Physiology 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) Environmental Science and Society The Anthropology of Human Ecology (UP) Microorganisms and Disease (UP) On Earth and Life Earth and Environmental Dynamics (10cr) Spring Environmental Archaeology Plant Science (UP)	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			
	D21BF3	BIOS1020											10 of 20	10 of 20			
	D21BF1	BIOS1010											10 of 20		10 of 20	10 of 20	
	D212A2	BIOS1012	10	10	10	10	10						10			10	
	D211E5	BIOS1016	20	20	20	20						20				10	20
	D21BN5	BIOS1021								5 of 10							
Dietetics Tutorials (academic Development) Introduction to Health Behaviours Grassland Management Bacterial Physiology Introductory Physiology 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) Environmental Science and Society The Anthropology of Human Ecology (UP) Microorganisms and Disease (UP) On Earth and Life Earth and Environmental Dynamics (10cr) Spring Environmental Archaeology Plant Science (UP)	D21BN6	BIOS1029								5 of 10							
	D21BN4	BIOS1019								5 of 10					10 of 20		
	D212A1	BIOS1007	10	10	10	10	10			10 of 20							10
	D212F7	BIOS1005											10			10	
	D212Z5	BIOS1006											10				
	C111BE1	BIOS1011						20	20	20		10 of 20			20		
	C111OE	LIFE1030									10 of 20	10 of 20					
	D212A3	BIOS1023		20	20						10 of 20	10 of 20					
	N12122	BUS12014									10	10 of 20					
	D212E4	BIOS1026									10 of 20	10 of 20					
The Anthropology of Human Ecology (UP) Microorganisms and Disease (UP) On Earth and Life Earth and Environmental Dynamics (10cr) Spring Environmental Archaeology Plant Science (UP)	AA1017	ARCY1001									10	10					
	C51201	LIFE1007									10	10		10			
	F81126	GEOG1014									10	10					
	F81222	GEOG1012									10	10					
	V61101	ARCY1009									10	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 begins 28 September
2	2	02/10/2017	Autumn Semester
3	3	09/10/2017	Autumn Semester
4	4	16/10/2017	Autumn Semester
5	5	23/10/2017	Autumn Semester
6	6	30/10/2017	Autumn Semester
7	7	06/11/2017	Autumn Semester
8	8	13/11/2017	Autumn Semester
9	9	20/11/2017	Autumn Semester
10	10	27/11/2017	Autumn Semester
11	11	04/12/2017	Autumn Semester
12	12	11/12/2017	Autumn Semester
13	Vacation	18/12/2017	Christmas Break
14	Vacation	25/12/2017	Christmas Break
15	Vacation	01/01/2018	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 reassessment opportunities in 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/qoQP3>

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/studyingineffectively
- 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/academicservices/qualitymanual/assessmentandawards/academic-appeals-policy-and-procedure.aspx>

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

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

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

21 Industry Placements

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

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

- BSc Agriculture
- BSc Integrated Agricultural Business Management with Industrial Placement Award 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:

www.nottingham.ac.uk/currentstudents/study-abroad/events

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/studentservices/supportforyourstudies/academicsupport/studyresources/index.aspx>

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

e: disability-support@nottingham.ac.uk

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

D21BG1 Biosciences Tutorials (Academic Development) and Foundation Science

Module Convenor: Dr A French

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

Target Students: Biosciences Tutorials (Academic Development) and Foundation Science.

Total credits: 20

Level: 1

Pre-requisite(s): None

Number of Places: 260

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

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

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

Practical Class Programme:

Computing 1 4hrs 0min Centrally

Computing 1 2hrs 0min Centrally

Lecture 1 1hr 0min Centrally

Lecture 1 2hrs 0min Centrally

Placement 1 3hrs 0min Centrally

Tutorial 1 1hr 0min Locally

Further Activity Detail: Tutorials: 3 x 1 h lectures spec times in year; Tutorials 9 wks 1 per wk 45 mins. Foundation science: large lecture rm in Vet School every wk, with exception of wks 3,8,12,23,24,34. Specific requirements other wks: 3, 24,34: booking of all computer rooms on SB campus for 4 hrs(9-1); Weeks 8,12, 23: book B01/02 Gateway for 4 hrs(9-1). If not available, book seminar rms in Lecture Block B04, 5, 6, 7, 8

Coursework:

Coursework 1 50% 2000 word essay completed in the Autumn semester

Assessment:

Exam 1 25% Chemistry and Physics test (Rogo, 45 minutes)

Coursework 1 50% 2000 word essay completed in the Autumn semester

Exam 2 25% Mathematics and statistics tests (Rogo, 45 minutes)

Aims and Objectives: The aims of this module are twofold: The Tutorial elements are to enhance the academic and professional development of students via small group work within tutor groups. Working in small groups will encourage active participation and knowledge transfer. This part of the module should equip students with essay-writing, presentational skills (oral and written), critical interpretation of published materials, and other generic skills that should benefit them in modules throughout their degree. It will also provide an opportunity to learn and reflect on opportunities available to enhance their transition from University into the workplace. The Foundation Science element will complement this by providing foundation level knowledge of mathematics, physics and chemistry for undergraduate students entering the School of Biosciences. The module aims to compensate for gaps in knowledge caused by differences in individual prior education and to ensure that all students have the basic knowledge of these key disciplines required to underpin their future studies in the School of Biosciences. The syllabus has been developed in conjunction with degree programme leaders across the School.

Learning outcomes:

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

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

D211F3 The Biosciences and Global Food Security

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

Module Details: Level 1, Autumn Semester, 10 Credits

Expected Number of Students Taking Module: 250

Target Students Any student taking a degree in the School of Biosciences

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

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

Timetable: Personal timetables will be available to all students via

www.nottingham.ac.uk/studentservices

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

Assessment details: There will be three pieces of assessment

Practical questionnaire (3 pages) – 500 words 15%

An online assessment for a self-study session (30 minutes) – 15%

Written exam - one hour - 10 short answer question (70%)

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

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

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

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

D211A2 Animal Biology

Module Convenor: Dr Carl Stevenson carl.stevenson@nottingham.ac.uk

Module Details: Level 1 Autumn Semester, 10 credits

Pre-requisites: None

Co-requisites: None

Number of Students Taking Module: 100

Target Students: Animal Science, Agriculture, and Microbiology

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

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

Assessment Details:

Exam 1 100% Multiple choice exam (50 questions) 2 hours

Formative Online multiple choice quiz

Aims: To gain an appreciation of the following:

- Diversity, behaviour, growth and development of animals
- Effects of the animal on the environment, and the environment on the animal
- Techniques for manipulating growth, development and nutrient partitioning in relation to animal products
- Challenges to molecular biology for overcoming blocks in animal production systems
- Special management requirements and responses to political/legislative aspects of environmental control

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

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

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/studentservices

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.

D212A2 Contemporary Agricultural Systems

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

Lecturer: Prof Paul Wilson (PW), Dr Stephen Ramsden (SR), Dr Michael Davies (MD), Debbie Sparkes (DLS), Dr Scott Young (SY), Dr Helen West (HW)

Module Details: Level 1 Spring Semester, 10 credits.

Expected Number of Students Taking Module: 60

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 lectures, practical classes and business visits to provide an overview of UK agricultural systems. Fundamental concepts of agricultural systems and techniques are introduced, with information gained from lectures and farm visits placed in the context of contemporary markets, policies and research findings.

Timetable:

Week	Subject	Lecturer
1	Introduction to the module and course work	MB
2	Farm business	PW/SJR
3	Agri-diversity (+ practical)	HW
4	Milk (+ practical)	MB
5	Business visit	MB
6	Soils (+ practical)	SY
7	Cereals (+ practical)	DLS
8	Meat (+ practical)	MB/MD
9	Business visit	MB
10	Labour and machinery (+ practical)	MD
11	Business visit	MB

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

Coursework: Coursework will count for 100% of the overall mark for this Module and consists of two 'Farm Research Reports' (maximum 1000 words). The reports will follow two of the farm visits. The reports will test students' ability to place the information gained from the visits in the context of contemporary markets, policies and research findings.

Assessment:

Coursework 1 100% Farm system report. 1000 words.

Aims: Modern agriculture is a dynamic, fast-paced and high-tech industry. In this module, you'll explore practical agricultural systems used by commercial UK farms. A range of fundamental concepts of agricultural systems and techniques are introduced via a series of on-farm visits and explanations. The topics of the visit may vary dependent upon the issues affecting the agricultural industry in any one year, but example topics covered include the following: meat and milk production, cereals, fresh produce, soils, agri-diversity, labour and machinery, farm business, water and waste management, mixed farming systems. You will further develop the concepts introduced via directed student centred learning, including integration of current research findings, leading to the production of two assessed reports.

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

- Demonstrate an understanding of contemporary issues facing agriculture within the context of farm systems, enterprises and resource implications;

- Use appropriate terminology to communicate issues and evidence-base proposals to agricultural and associated professionals;
- Analyse information from a range of sources and apply this information to an agricultural systems context;
- Evaluate the importance of individual aspects of agricultural practice with the context of an individual enterprise or activity and across the farm as a business system;
- Develop approaches to integrating introductory material across a range of subjects;
- Assess the motivations and drivers for decisions made within a contemporary agricultural context;
- Ability to interact and engage with professionals and practitioners in the agricultural industry;
- Understanding of the terminology used within different aspects of agricultural practice;
- Place knowledge gained from research into a practical application and context;
- Appraise the relevance of key information to a range of familiar and unfamiliar contexts;
- Present information from a wide range of sources in a professional manner;
- Generate the confidence to engage with professionals in the industry in order to develop one's own understanding of a particular subject;
- Develop a skill set of terminology and practical knowledge that will be essential for a future career in agriculture and agricultural professional practice;
- To listen to people;
- To evaluate the relevance of research results to contemporary agriculture.

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

D211A3 Agricultural Business in the Global Economy

Module Convenor: Dr Christina Sietto Christina.Sietto@nottingham.ac.uk

Module Details: Level 1 Autumn Semester, 20 credits

Expected Number of Students Taking Module: 20

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

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

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

Timetable: Typically three one-hour timetabled sessions per week. Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Lecture Programme:

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

	Exercises on macroeconomic elements – Part 2	Tutorial
7	Contemporary Global and Agricultural Issues: The Environment	Lecture
	Interactive workshop	Workshop
8	Contemporary Global and Agricultural Issues: Consumer Issues and Ethics	Lecture
	Interactive workshop	Workshop
	Formative Mock exam (with open books)	Tutorial
9	Business visit	Practical
10	Presentations	Lecture
11	Revision session	Lecture

Staff: CS: Christina Sietou, KHA: Keely Harris-Adams

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

Assessment: One 1-hour examination (60%); Global Economy Assignment (40%)

There is also formative assessment that allows students to consolidate their knowledge and better prepare for their exams. This includes a mock exam (material from one lecture – duration: 1h) taken in class with open books in order to familiarize themselves with the exam layout and time management. In addition there is an optional online MCQ that is taken at the convenience of the student to assist in their revision.

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

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

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

D211E5 The Ecology of Natural and Managed Ecosystems

Module Convenors: Dr R Blunt Ruth.Blunt@nottingham.ac.uk, Dr H West Helen.West@nottingham.ac.uk and Ian Hardy Ian.Hardy@nottingham.ac.uk

Module Details: Level 1, Spring Semester, 20 Credits

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

Expected Number of Students Taking Modules: 65

Target Students: Environmental Science and Agriculture students

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

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

Lecture Programme: (Provisional)

Introduction to the module, The Nature of Ecology

Trophic Levels and Food Webs

Laboratory Practical

Energy Inputs and Agricultural Systems- Sustainable agriculture

Plant Ecology

Genetics and Niche Theory

Populations and Demography

Practical: Population Models

Behavioural Ecology

Ethics and Ecology

Habitat Loss Biodiversity and Conservation

Assessment:

Exam: 70% 2 hour exam – Rogo

Coursework: 30% Group-based practical report/data analysis

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

Learning Outcomes: Knowledge and Understanding - to learn about 1) Ecology and its component sub-disciplines. Intellectual Skills - the ability to 1) Critically analyze and interpret information and data 2) Derive and analyze material from a range of sources. Practical/Professional Skills - the ability to 1) Invertebrate identification 2) Work safely in the laboratory. Transferable/Key Skills - the ability to 1) Communicate via poster 2) Team working 3) Find relevant information in the library and the web 4) Time management.

Recommended Reading

Cotgreave P & Forseth I (2002) Introductory Ecology, Blackwell Science (**course book**)
Townsend C R, Harper J L & Begon M (2002) Essentials of Ecology, Blackwell Science
Beeby H (1993) Applying Ecology, Chapman Hall
Krebs C (1987) Ecology, Harper & Row
Krebs JR & Davies NB An introduction to Behavioural Ecology, 3rd Edⁿ, Blackwell Science
Krebs JR & Davies NB (1997) Behavioural Ecology, 4th Edⁿ, Blackwell Science
Stiling G (1996) Ecology: Theories & Application, Prentice Hall. Plus appropriate Journals
Additional Key literature will be suggested during the lecture course.

D212A3 Integrated Agri-Food Markets and Marketing

Module Convenor: Miss Keely Harris-Adams Keely.Harris-Adams@nottingham.ac.uk

Module Details: level 1 Spring Semester, 20 credits

Expected Number of Students Taking Module: 10

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

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

Timetable: Typically one three-hour timetabled session per week: eight lectures, nine workshops, and five computer-aided tutorials. Personal timetables will be available to all students via www.nottingham.ac.uk/studentservices

Provisional timetable:

Week	SUBJECT	LECTURER
1	Supply and demand trends and drivers Workshop: Trends in agricultural commodities Tutorial: Computer Aided Learning	Keely Harris-Adams
2	Agricultural commodity markets Tutorial: Computer Aided Learning	Keely Harris-Adams
3	Agri-food chains: Value and supply Workshop: Products and markets Tutorial: Computer Aided Learning	Keely Harris-Adams
4	Introduction to marketing Workshop: Applying marketing concepts	Keely Harris-Adams
5	Guest lecture	tbc
6	The food consumer Workshop: Applying marketing tools Tutorial: Computer Aided Learning	Keely Harris-Adams
7	Regulations, quality and traceability Workshop: Regulations and the food consumer Tutorial: Computer Aided Learning	Keely Harris-Adams
8	Workshop: Student led seminar	Keely Harris-Adams
9	Contemporary Integrated Agri-Food Marketing Issues Workshop: Consumer trust Tutorial: Computer Aided Learning	Keely Harris-Adams
10	Business Visit	Keely Harris-Adams
11	Optional revision session	Keely Harris-Adams

Coursework: Market Assignment. Drawing upon data sources students will undertake a market assessment with an agri-food context

Assessment: One 1.5-hour examination (60%); Market Assignment - 1000 words (40%)

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

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

- Demonstrate the importance of applying agri-food market information and agri-food marketing management approaches to agricultural, food marketing and agri-business firms and organisations.
- Describe drivers of agri-food trends.
- Identify the key characteristics of the agri-food sector.
- Describe the influences on the food consumer.
- Illustrate the contributions of marketing approaches to the successful development of products, brands and firms.
- Analyse information from a range of sources to present information to aid business-related decision making.
- Critically evaluate information sources, particularly information and data available on the internet.

29.2 Part I (Year 2) Modules

D224G1 Professional Skills for Bioscientists

Module Convenors: E [Weston emma.weston@nottingham.ac.uk](mailto:emma.weston@nottingham.ac.uk) and D Scott david.scott@nottingham.ac.uk

Module Details: Level 2, Spring Semester and Summative Assessment all at the end of Semester 4, 20 credits

Session availability – All Biosciences Undergraduates with the exception of students studying the following programmes: Food Sciences, Nutrition and Food Sciences, Environmental Science.

Pre-requisites:

1. Successful progression from Qualifying Year of studies of a Biosciences Degree (or equivalent)
2. Submission of draft CV as part of Module D21BP1

Expected Number of Students taking module - est 200

Target Students - Biosciences Undergraduate Students and available to Exchange Students from other UoN Campuses only.

Summary of Content The module is divided in to 2 sections. One half (Section B) will be focused on the provision of specific material deemed appropriate for each course programme to prepare their students for their Final Year (in most cases this will be the research project).

The other section (A) is centered on delivery of key core professional skills through timetabled lectures and group activities and self-directed learning.

Module Web Links – Moodle

Module Activities – Including Lectures, Group Activity Sessions, Self-Directed Learning, Workshops, Group Presentation Session.

Assessment details

Coursework: 100% - 3 summative coursework outputs and one formative

Professional Skills Section (A)

10% Submission of a Mahara Portfolio with prescribed items

40% Problem based learning assessment (output varies by course)

Final Year Preparation Section (B)

50% 2000 word essay or equivalent output appropriate to the specific degree programme -

Formative

Newspaper article piece – communications development

Aims: The aim of the module is to develop and consolidate students' professional competencies and abilities as a Bioscientist.

Learning Outcomes:

LO1 Demonstrate an understanding of the research process within your discipline

LO2 Identify possible future career pathways reflecting on learnings and wider experiences

LO3 Demonstrate a range of professional behaviours and competencies associated with your discipline

D223A6 Economic Analysis for Agricultural and Environmental Sciences

Module Convenor: Dr Christina Siettou Christina.Siettou@nottingham.ac.uk

Module Contributor: Dr Stephen Ramsden (SR) Stephen.Ramsden@nottingham.ac.uk

Module details: A Level 2, 10 credit module taught in the Autumn Semester at

Sutton Bonington. The module consists of lectures, computer-aided-learning, tutorials and a farm visit.

Pre-requisites: Successful completion of a year one course within the School of Biosciences.

Expected Number of Students Taking Modules: 75

Target Students: Students interested in management and economics in Agricultural and Environmental Sciences

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

Summary of Content: The module theme is the application of economic ideas to problems of concern to Agricultural and Environmental Scientists. Demand analysis is used to explain how changes in prices and incomes affect consumer purchasing decisions; marginal analysis is used to show how inputs and outputs can be allocated profitably and supply analysis is used to show how prices and technology influence production. Supply and demand are combined to show how market prices are determined and the idea of an 'efficient market' is introduced and contrasted with 'market failure'. Emphasis is placed on two problems arising from market failure - nitrate pollution and low farm incomes - and the arguments for government intervention to correct market failures are discussed with reference to the Common Agricultural Policy (CAP). Current and potential future CAP support mechanisms and their impact on arable and animal production are then described. Using CAL, business planning techniques are introduced to analyse the impact of the above market and policy environment on business performance (profitability_ and stability (cash flows and balance sheets). Practical applications of the ideas introduced in the module are considered in relation to a local farm through a field visit.

Lecture Programme:

Week 1 Introduction and aims of the module, methods of teaching, procedures for module evaluation and student feedback.

Week 2 Lecture 1. Demand for Agricultural Products

Week 3 Lecture 2: Agricultural Production

Week 4 Lecture 3: From Production to Supply

Week 5 Lecture 4: The Market Solution and the Role of Government

Week 6 Lecture 5: The Common Agricultural Policy: Past, Present and Future

Week 7 Lecture 6: Guest Lecture - Economic Adviser from Defra. How and why economic analysis is important to agriculture and agricultural policy

Week 9 Lecture 7: How can we apply Economics to Business? Profit and Gross Margins

Week 10 Lecture 8: Planning for Stability - Balance Sheets and Cash Flows

Non-Lecture Programme: The module is supported by a programme of post-lecture tutorials, Computer-Aided-Learning (CAL) and a Farm Visit.

Coursework: Coursework accounts for 25% of the overall mark for this module. Coursework consists of a report in which students calculate production, environmental and short run and long run profitability impacts of decisions relating to agricultural fertilisers.

Assessment: Exam 75% 1 hour 30 mins. Coursework 25% essay - 1500 words

Aims: The module aims to equip students with an understanding of economic ideas and principles and to show how these can be used to explain a range of economic problems of interest to Agricultural Scientists.

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

- Explain the concepts of demand, supply and market efficiency within an agricultural context
- Appreciate the concept of marginality and apply this to agricultural and environmental decision making problems
- Identify why and where markets may fail, with particular reference to agricultural pollution
- Recognise and appraise arguments for government intervention in agriculture
- Demonstrate understanding of the historical development of the Common Agricultural Policy within the context of market failure
- Understand and differentiate between the core business management measures: profit, gross margin, cash flow and balance sheet

Recommended Reading: Nix, J. (2015). Farm Management Pocket book (46th Edition), The Andersons Centre. Hill, B. (2006). An introduction to Economics – Concepts for students of Agriculture and the Rural sector. (Third Edition) Wollingford: CABI.

D223A7 Applied Animal Science

Module Convenor: Prof Kevin Sinclair Kevin.Sinclair@nottingham.ac.uk.

Lecturers: Prof Phil Garnsworthy, Dr Steve Ramsden, Dr Gavin White

Module Details: Level 2 Autumn; 20 credits

Pre-requisites: None

Co-requisites: None

Note: This module is a pre-requisite for D235A8 Companion Animal Science, D23BA1 Livestock Production Science for module in Part 2 (Final Year)

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

Aims: The module will consider a wide range of subjects. The autumn semester will concentrate on Feed Evaluation: determining and expressing the energy-yielding and nutrient contents; energy and protein evaluation systems for ruminants and non-ruminants; micronutrients, essential fatty acids; principles of diet formulation; variability and processing of raw materials; feeding systems; feedstuff recognition; legislation. Growth of Farm Animals: relative growth rate, allometry, differential maturity of individual carcass components; application of principles to selection of genotype and nutrition. Farm Animal Welfare: concept of the 5 freedoms; applicability to commercial practice; diversity of systems intended to improve welfare. There will be one livestock visit, (one of pig, dairy, beef or sheep), which will be integrated into the teaching and learning assessments for this module. The module will cover Livestock Systems: Comparisons of systems of production for all major species of farm livestock; farm visit, integration of these different systems with each other and other enterprises on farms; fundamentals of grass growth and development, grass-animal interactions and forage conservation; general aspects of health and diseases in farm animals, livestock breeding, organic livestock systems, financial management, systems analysis and meat quality.

Activities: This module includes one visit to a local livestock farm which is a core element of the module. If you are a student with a disability, or have any mobility issues, you should discuss any specific 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 can take this module. Students will be provided with essential PPE when required but should bring their own Wellingtons on such visits.

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

- Describe the underlying principles of the processes and mechanisms of animal growth, development, production and utilisation.
- Acquire, interpret and critically analyse biological and/or management data and information derived from a variety of sources.
- Demonstrate a range of practical techniques and methodologies, together with appropriate procedures for data analysis and presentation.
- Collect and integrate several lines of evidence and apply them in a balanced manner to support an argument, taking ethical considerations into account where appropriate.
- Critically analyse, synthesise and summarise information drawn from various sources, including published research papers and reports.
- Analyse financial and other management information and use it in decision making.
- Process, analyse and present data using a variety of methods, including appropriate qualitative and quantitative techniques and packages.

Week	SUBJECT	LECTURER
2	Introduction, basic principles	KS
	Ruminant systems – Beef Cattle	KS
3	Non-ruminants – Pig/Poultry	GW
	Ruminant systems – Dairy Cattle	PG
4	Nutrition evaluation	PG
	Ruminant Systems – Sheep	LS
5	Special features of ruminants	PG
	Organic Livestock Systems	JM
6	Systems analysis (Visit)	KS
	Systems analysis (Visit)	KS
7	Diet formulation	PG
	Gross Margins (GM)	KS
8	Private study time	-
	Pig systems	GW
9	Computer Class	PG
	Grazing Management & Fodder	JM
10	Raw materials	GW
	Respiratory and Enteric Diseases	KS
11	Animal growth	PG
	Animal Breeding	KS
12	Animal Welfare	JM
	Meat quality + Module Review	KS
13-16	Vacation	
17-18	January Assessment	

Teaching Staff: Prof Kevin Sinclair (KS; Module convenor), Prof Phil Garnsworthy (PG), Dr Gavin White (GW), Dr Jean Margerison

Assessment Details:

Exam 1 70% One 3-hour paper

Coursework 1 10% Computer class write-up (500 words).

Coursework 2 20% Systems Analysis Project write-up (1000 words).

D224A1 Applied Agricultural and Food Marketing

Module Convenor: Miss Keely Harris-Adams Keely.Harris-Adams@nottingham.ac.uk

Lecturers: Miss Keely Harris-Adams; External Speakers as appropriate

Expected Number of Students Taking Module: 35

Target Students: Students interested in agriculture and food marketing. Availability to Exchange Students

Module Details: A level 2 module taught in the Spring Semester at Sutton Bonington. The module consists of lectures, tutorials, team case-study work and a visit to an organisation involved in agricultural and food marketing. 10 credits

Pre-requisites: Successful completion of a year one course within the School of Biosciences.

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

Summary of Content: An introduction to marketing and its importance in agricultural and food production. Core marketing theories and tools are examined and applied. Students will learn how and why to identify market segments, and how to target and position products for these markets. They can then consider the marketing mix - what to produce, what price to charge, promotion decisions, and where to place the product. There will be a particular focus on agricultural and food markets. Students will learn the characteristics of agricultural markets and what this means for marketing agricultural and food products.

Lecture Programme:

Week 1:	Introduction. Understanding and applying the marketing concept
Week 2:	Understanding the food consumer
Week 3:	Understanding the market & strategic planning
Week 4:	Products and services. The Marketing Mix: Price and promotion
Week 5:	The Marketing Mix: Product and place. Other marketing theories
Week 6:	Guest lecture – e.g. Global and UK consumer Markets
Week 7:	No lecture
Week 8:	Characteristics of agricultural commodities and food products markets
Week 9:	Guest lecture – e.g. marketing decisions at the farm production level
Week 10:	No lecture
Week 11:	Module review session
Week 12:	No lecture

Non Lecture Programme:

Week 1:	Tutorial: Evaluating Markets
Week 2:	Tutorial: Applying marketing tools
Week 3:	Introduction to Case Study: What is a marketing plan. Team-building session Tutorial:Applying marketing tools.
Week 4:	Tutorial: Marketing mix decisions
Week 5:	Case study workshop
Week 6:	Case Study work

Week 7:	Case Study workshop and mini-presentations (formative assessment)
Week 8:	Tutorial: Marketing decisions for agri-food businesses
Week 9:	Case Study work
Week 10:	Field trip to agri-food business
Week 11:	Student team presentations
Week 12:	Feedback session

Coursework: Coursework will count for 100% of the overall mark for this Module. Within teams of similar interest, you are required to prepare a marketing plan for an agricultural and food marketing business of your choice. This will be submitted as a group report. You must also submit an individual analysis of how your team's marketing plan has addressed one or more of the issues particular to agri-food marketing.

Assessment: Coursework 100%: Group report (70%, 2000 words), individual analysis (30%, 500 words) and group presentation (formative).

Aims: The module aims to teach students the importance of a marketing-orientated approach to successful rural and food business management and in doing so, to emphasise the wider role that marketing plays in meeting the wants of food consumers. Practical applications of marketing to business management will be emphasised through case studies and through the involvement of marketing staff and a field visit to businesses with an active marketing-orientated approach.

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

- demonstrate the importance of marketing in agri-business and to the wider economy
- understand the principles of marketing and be able to show how business performance can be improved through appropriate decisions concerning segmentation, targeting, positioning the product, its price, its promotion and its placement in the market place
- apply marketing ideas within the framework of a marketing plan and to construct a marketing plan for a 'real-life' company
- understand the marketing system within which agricultural and food businesses operate and to consider how this system might be improved
- analyse information from a range of sources to present logical conclusions and business-related recommendations
- develop and improve teamwork, report writing and presentation skills.

Recommended Reading: Jobber, D. and Ellis-Chadwick, F. (2013). *Principles and practice of marketing* (7th edition). Maidenhead: McGraw-Hill.

Fahy, J. and Jobber, D. (2015). *Foundations of marketing* (4th edition). Maidenhead: McGraw-Hill

D224A4 Enterprise Management Challenge

Module Convenors: Dr Stephen Ramsden Stephen.Ramsden@nottingham.ac.uk

Dr Rumiana Ray Rumiana.Ray@nottingham.ac.uk

Module Details: Level 2 module taught in the Spring Semester at Sutton Bonington, 10 credits

Expected Number of Students Taking Module: 20

Target Students: For students studying Agriculture and related subjects in Year 2.

Summary of Content: The module introduces students to a choice of crop or livestock management decision making in practice through team-based activity. Working in small teams, supported by teaching staff and industry consultants, students will be responsible for making management (science and business) decisions relating to the production of crops or livestock, as for commercial purposes. The management inputs and decisions made will be implemented by technical staff, thus in effect students studying this module combine the roles of a professional consultant and farm manager. Each team will document the decisions they make and this will provide material for module assessment. The module assessment also incorporates the extent to which the management decisions made throughout the module constitute a professional understanding and approach to agricultural management.

Activity Detail: Six 2-hour formal lectures; three 1-hour formal field site visits; three informal field observation visits by students; one team tutorial per team, student-centred learning, incorporating "field time" 40 hours.

Timetable: Typically two one-hour timetabled sessions per week: six 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/student-services

Assessment Details:

Coursework 1	30%	Individual field diary - 500 words
Coursework 2	70%	Individual Report - 1500 words

Aims: The module aims to introduce students to agricultural management decision making in practice through team-based activity. The integration of learning across disciplines (Science, Business and Economics) will be a key aim of this module. Working in small teams, and supported by teaching staff, students will be responsible for making management (science and business) decisions relating to the production of a crop enterprise or a livestock enterprise, based on University Farm, as for commercial purposes. The management inputs and decisions made will be implemented by technical staff, thus in effect students studying this module combine the roles of a professional agronomist and farm manager. Each team will document the decisions they make and this will provide material for module assessment. The module assessment also incorporates the extent to which the management decisions made throughout the module constitute a professional understanding and approach to agricultural management.

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

- Recognize the importance of biological, environmental and commercial elements of agricultural production
- Understand the options available for managing nutrient supply and disease (crops or livestock), including knowledge of standard terminology
- Apply techniques for assessing profitability and managing risk

- Develop appropriate decision making skills in relation to the use of inputs and prices
- Interact and engage with professionals in the industry
- Place knowledge gained from research into practical application and context

Recommended background reading:

Nix, J. (2015). *Farm Management Pocketbook 2016* (46th Edition), The Andersons Centre.

Burdon, J.J. & Leather, S.R. (1990). *Pests, Pathogens and Plant Communities*, Blackwell.

Lucas, J.A. (1998). *Plant Pathology and Plant Pathogens* (3rd edition), Blackwell.

Parry, D. (1990). *Plant Pathology in Agriculture*, Cambridge University Press.

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

D224Z6 Principles of Animal Health and Disease

Module Convenors: Dr Rachael Tarlinton Rachael.Tarlinton@nottingham.ac.uk
and Dr Sharon Egan Sharon.Egan@nottingham.ac.uk

School: Veterinary Medicine & Science

Module Details: Level 2, Spring Semester, 10 credits

Capped module at 80 - You will need permission from the module convenor to take this module unless it is compulsory for your course

Target Students: D320 Animal Science, available to Exchange Students – subject to appropriate background.

Pre-requisite(s): D212Z5 Introductory Physiology

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

Summary of Content: The module will introduce physical assessment and laboratory based measurements of animal health and assessment of the major effects of diseases on the body's physiological and immunological systems. The main types of disease will then be systematically discussed in a number of species including poultry, equine, canine, bovine and ovine species.

Assessment Details:

Formative Exam 0% MCQ style online Rogo examination 1 hour

Summative Exam 100% MCQ style online Rogo examination 1 Hour and 30 minutes

Learning Outcomes: Knowledge and Understanding - To learn (1) The major effects of disease on the body (2) To develop a more detailed understanding the effects of diseases on specific body systems in a range of example species Intellectual Skills - The ability to (1) Be able integrate knowledge of the various body systems into an understanding of the effects of diseases (2) Develop an understanding of how to assess the health status of an animal (3) Be capable of retrieving information from a variety of sources. Practical/Professional Transferable/key skills - The ability to (1) Work effectively as an individual or member of a small team (2) Manage, and organise time effectively and work to deadlines (3) Perform a range of techniques commonly used in laboratory diagnosis, (4) Obtain experience in animal handling techniques.

Aims: To develop an understanding of the basic effects of disease in domesticated and food production animals

D224A7 Practical Policy Making

Module Convenor: Dr C Sietto Christina.Sietto@nottingham.ac.uk, other staff, guest lecturers.

Module details: A Level 2, 10 credit module taught in the Spring Semester.

Expected Number of Students Taking Module: 20

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

Summary of Content: Within the Practical Policy Making module, you'll develop your understanding of how and why policies relating to agriculture, the environment and food are developed, in addition to gaining a valuable insight into how to influence policy. The module will be delivered via a series of lectures from, or visits to, stakeholders which may include Defra, the National Farmers Union (NFU), agri-businesses within the input supply chain and food retailers.

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

Provisional timetable:

<i>Week</i>	<i>SUBJECT</i>	<i>LECTURER</i>
1	Introduction to Agri-Env. Policy Making	CS
2	Policy Design and Decisions Computer Aided Learning (1)	CS
3	Participants in Agri-Env. Policy Making	CS
4	Policy Implementation: Successes and Challenges	CS
5	Political Parties and their agricultural agendas Computer Aided Learning (2)	CS
6	Guest Lecturer	tbc
7	Guest Lecturer	tbc
8	Guest Lecturer Computer Aided Learning (3)	tbc
9	Debate	CS
10	Agri-Env. Policy Making: An Overview	CS

Coursework: Policy Making Assignment. Drawing upon module information and data sources students will undertake an assessment of the impact of changes in policy on Agri-Businesses or an Agri-Business.

Assessment: Policy Making Assignment (100%) – 1500 words

Students will also have an optional formative assessment: An online MCQ test to be completed in their own time as a mean to consolidate knowledge.

Aims: The module aims to develop understanding of how and why policies relating to agriculture, the environment and food are developed, in addition to providing a valuable insight into how to influence policy. The module will be delivered via a series of lectures from, or visits to, stakeholders which may include Defra, the National Farmers Union (NFU), agri-businesses within the input supply chain and food retailers. Subjects covered will vary from year to year to capture contemporary issues in the agri-food-environment

arena, but are likely to include issues such as: Common Agricultural Policy, Sustainability, Rural Development, Carbon and Water footprints in food retailing.

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

- Demonstrate the importance of the policy environment to Agri-Businesses.
- Illustrate how Agri-Business stakeholders influence policy making across a range of geographical and agri-food-environment contexts.
- Analyse quantitative and qualitative information from a range of sources to present information to develop, influence or analyse agri-business related policies

D223A9 Agri-Business Enterprise and Innovation

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

Lecturer: Dr Stephen Ramsden (SJR), Keely Harris-Adams (KHA)

Module Details: Level 2, Autumn Semester, 20 Credits

Pre-requisites: None

Co-requisites: None

Expected Number of Students Taking Module: 20

Target Students: For students studying Agriculture and related subjects and available to Exchange Students.

Summary of Content: This module is delivered through lectures, practical classes and business visits to develop an understanding of the nature of innovation and how innovation can add value and contribute to agri-business success and growth. We will focus on three innovative approaches: technological (e.g. new technologies that affect agricultural inputs and outputs); entrepreneurial (e.g. business start-ups); and green marketing (e.g. added value through use of social and environmental data).

Timetable:

Week	Subject	Lecturer
1	Introduction to the module and course work	SJR/MB
2	Geospatial applications (+ practical)	GRACE
3	Business visit	MB
4	Capturing the benefits of technological innovations	MB
5	Marketing and adding value	KHA/SJR
6	Business visit	MB
7	Developing innovative ideas	MB
8	Student centred learning	KHA
9	Entrepreneurship	MB/KHA
10	Present case for novel application	MB
11	Legal frameworks and protecting the value of innovation	MB

Personal timetables will be available to all students via

www.nottingham.ac.uk/studentservices

Coursework: Coursework will count for 100% of the overall mark for this Module and consists of one 'Innovation Plan' (maximum 2000 words) and presentation of idea.

Aims: You will learn about the entrepreneurial environment and the importance of creativity and taking opportunities. You will appraise historical and current ideas in agri-business innovation and then gain an understanding of how to obtain financial support and protection for your intellectual property. Innovation opportunities will be considered in relation to contemporary issues, including household structure and demand, global markets, sustainable intensification, green energy, alternative land uses and diversification. You'll build on the skills developed in this module further in the final year 'Innovation Incubator' module, where you'll develop your own business idea.

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

- Understand the historical contribution of innovation to agricultural businesses;
- Describe different approaches to innovation, focusing on technological and entrepreneurial innovation;
- Identify how innovation and entrepreneurship enhance business success and growth;
- Place this understanding within a range of contemporary market, policy and social opportunities.

Recommended Reading: Burns, P. (2011). Entrepreneurship and small business: start-up, growth and maturity. Basingstoke: Palgrave Macmillan.

D223P9 Applied Plant Physiology: from cell to crop

Module Convenors: Drs Erik Murchie (EM) Erik.murchie@nottingham.ac.uk. Debbie Sparkes (DS) Debbie.sparkes@nottingham.ac.uk
Other teaching staff: Dr Kevin Pyke (KP), Dr Rupert Fray (RF), Dr Neil Graham (NG)

Module Details: Level 2 Autumn semester, 20 Credit

Pre-requisites: D211F3: The Biosciences and Global Food security, C112P1: Plant Science or equivalent.

Expected Number of Students Taking Module: 70

Target Students: Students in the Schools of Biosciences and Life Sciences. Availability to Exchange Students

Summary of Content: This module provides a comprehensive understanding of plant physiology with an applied context from the molecular level to the field. There is an emphasis on the mechanisms that plants use to capture and utilise physical resources i.e. solar energy, water and nutrients. The module examines the physiological basis of resource capture and utilisation in growth and development, physical aspects of the plant environment incorporating key processes (photosynthesis, respiration, uptake and transpiration of water, the uptake and role of mineral nutrients). This physiological understanding will be applied in an agricultural context to consider major crop species in the UK and worldwide, and how cropping is affected by soil type. Limitations to resource capture by crops, and how growers overcome these, will be considered in relation to integrated crop management. The module also considers contemporary issues and future developments in agronomy and the role of the agronomist in successful crop management.

(Provisional timetable). All lectures unless stated otherwise

Week	Subject	Lecturer
1	Photosynthesis: organelle structure and function. Major crop species	KP
2	Photosynthesis: how chloroplasts work. Practical: Major Crop Species	KP, RF, DS
3	Photosynthesis: diversity and ecology. Soils and Cropping Systems	KP, EM, DS
4	How crops capture and 'convert' solar energy to yield. Weed biology	EM
5	Weed management Practical: weed competition and nutrients	DS DS/NG
6	Environmental physiology of plants and crops: temperature, photosynthesis, respiration and stress. Practical: photosynthesis	EM/RF
7	How does water move through plants? Practical: water and photosynthesis	EM
8	Stomata: structure and function of a small but globally significant plant organ. Root traits for water and nutrient uptake	EM DS/TBC
9	Water use efficiency of crops. Group work on conservation agriculture	EM DS
10	Plant nutrients, uptake and functions Mixed species cropping	NG TBC
11	Nutrient, transport, assimilation and use in crops. Integrated Crop Management	NG DS/EM

Coursework: 40 %. A written report (1500 words) related to the practical sessions.

Assessment: Exam 1 60 %. Short questions and answers on module material using computers running Rogo software. This is timetabled and will take place in an IT lab.

Aims: The module is designed to introduce the key processes by which individual plants and plant communities capture and use physical resources i.e. light, water and nutrients, and provides an understanding of the physical and chemical processes and key biological processes involved. This is placed into an applied setting by considering agricultural examples and crop management strategies. By the end of the module, the student should understand not only the individual mechanisms, but also appreciate the importance of their integration into crop processes and the relevance of this to contemporary environmental and agricultural issues.

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

- Describe the physical resources available for plant growth and development
- Explain how soil type and climate affect crop choice
- Explain the physiological mechanisms by which plants capture physical resources and convert them to growth
- Discuss the abiotic and biotic limitations to plant and crop productivity by resource availability and use
- Analyse data accurately and critically and write a referenced scientific report
- Devise integrated crop management strategies

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

29.3 Part II (Year 3) Modules

D23PRO Undergraduate Research Project

Module Convenor: Dr S Lydon susannah.lydon@nottingham.ac.uk

Total Credits: 40

Level: Level 3, Year-long module

Summary of Content: The project is a year-long level 3 module. The topic of the project will be chosen from a list of suggestions, and will be finalised after consultation with the student's Course Manager and a member of academic staff who will act as the supervisor. It involves detailed research on the topic chosen after discussion with the supervisor. Each project will involve collection of data by means such as experiment, questionnaire, observation and/or literature search as well as the analysis and interpretation of the data in the context of previous work. Reading and summarising previous research by other scientists working in the area, and writing a clear concise final report are essential components of the project.

Module details: This module consists of an extended programme of research under the direction of an individual member of staff. Students are expected to undertake a challenging piece of work, in which emphasis is placed on self-motivation and self-learning. Detailed guidelines will be provided by the Division.

Expected Number of Students Taking Module: 250

Target Students: All Biosciences students registered for Honours Degrees in the School of Biosciences apart from those studying Microbiology, and Environmental Sciences degrees.

Non-lecture programme: Private study using library, Internet, laboratory, or field facilities supported by regular tutorials with the project supervisor.

Target Students: All Biosciences students registered for Honours Degrees in the School of Biosciences apart from those studying Microbiology, and Environmental Sciences degrees.

Assessment: The module will be assessed by coursework only; this will take the form of a 15 minute oral presentation of the research findings (10%), an objective assessment of project planning and execution (30%) and a 5,000-word written report (60%). Details of the precise format required for the oral presentation and written report will be provided to students by the School Office.

Module aims: The module aims to provide a detailed training in research work. At the end of the module, students should be familiar with the relevant published literature in the field, have become familiar with some of the fundamental techniques necessary to do the prescribed research and published their findings as both an oral report and a comprehensive written report.

Module objectives: The objectives are to enable students to:

- i) Identify and analyse problems
- ii) Undertake good experimental design

- iii) Search for, analyse and interpret relevant literature
- iv) Carry-out competent laboratory, field or survey research
- v) Analyse data using appropriate methods
- vi) Write and deliver an oral presentation
- vii) Prepare and write a detailed report

Transferable skills

Transferable skills associated with this module include:

- i) Literature searching using a range of databases
- ii) Use of relevant laboratory, field or survey research methods
- iii) Statistical analysis as appropriate
- iv) Computing and word processing skills
- v) Problem solving
- vi) Oral communication skills
- vii) Time management

Subject specific information

In some project areas, it is necessary to begin project work in semester 4 because of factors such as seasonal availability of crops or farm animals. This phase of the project forms a discrete, 10-credit, Part I module

D235A4 Rural Business Management

Module Convenor: Dr Steve Ramsden Stephen.Ramsden@nottingham.ac.uk

Module Details: A level 2, 10 credit module taught in the Autumn Semester at Sutton Bonington. The module consists of lectures, a practical class, team case-study work and interviews and farm visits.

Pre-requisites: D223A6 Economic Analysis for Agricultural and Environmental Sciences

Expected Number of Students Taking Module: 25

Target Students: For students interested in Business Management.

Summary of Content: The module is concerned with the application of management principles to the modern rural business. This will involve - the construction and interpretation of business accounts (profit and loss, cash flow, balance sheet) - business planning and budgeting - investment appraisal techniques - labour and machinery management - forms of business organization - risk management. The module emphasises involvement in a 'real-life' case study, with input from staff actively involved in finance and agricultural business management. Students, working in teams, will be interviewed by and complete both written and verbal presentations to these staff in a formal manner.

Timetable: Typically two-hour timetabled session per week; eleven 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

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

Lecture Programme:

- 1 Management thinking and the market environment
- 2 Management Accounting 1: How do I know whether my plans will make a profit?
- 3 Management Accounting 2: What are the effects of my plans on cash flow and capital?
- 4 Management Accounting 3: Further budgeting techniques
- 5 Investment Appraisal
- 6 Labour and machinery planning and management
- 7 Managing risk in the rural business

Non Lecture Programme:

Tutorials

Advanced Budgeting using spreadsheets
Introduction to the Case Study

Practicals

CAL - Advanced Budgeting for profit
CAL - Advanced Budgeting for profit, cash flow and capital

Group Work

Teamwork and meetings with academic staff -
1 Farm visit

Teamwork and meetings with academic staff -
2 Teamwork and meetings with Barclays
Bank Teamwork and meetings with academic
staff - 3 Team working and student meetings
Case Study Presentations

Assessment Details:

Coursework 1 100% Team-based report (2000 words), interview and presentation

Aims: The module aims to develop students' knowledge of business management principles and to provide them with an opportunity to apply these principles to the type of problems facing rural businesses at the present time. Students will also learn and practice the teamwork, time management and data analysis skills which are vital when working in business. Staff involved in the management and financing of rural businesses will provide students with an insight into how business works and will provide feedback on student reports and presentations.

Learning Outcomes: Knowledge and Understanding - to learn (1) How to appraise the stability and performance of a rural business (2) The business management principles and planning techniques necessary for improving business stability and performance (3) To gain understanding of how to present business plans in a successful manner Intellectual Skills - the ability to (1) Collect and integrate several lines of evidence and apply them in a balanced manner to support an argument (2) Apply subject knowledge and understanding to address familiar and unfamiliar problems (3) Critically analyse, synthesise and summarise information drawn from various sources, including published research papers and reports Practical/Professional Skills - the ability to (1) Collect and record data Transferable/key skills - the ability to (1) Communicate effectively to a variety of audiences in written, verbal and visual forms, making appropriate acknowledgement of the work of others (2) Work productively as an individual or as part of a team (3) Manage and organise time efficiently and work to deadlines by using flexible and effective approaches to study (4) Process, analyse and present data using a variety of methods (5) Selective use the internet and other electronic means for communication and as a source of information

Recommended Reading: Warren, M.F. (1998). *Financial Management for Farmers and Rural Managers (fourth edition)*. Cheltenham: Stanley Thornes (Publishers) Ltd.
Nix, J. (2015). *Farm Management Pocketbook, forty sixth edition (2016)*. The Andersons Centre.
Turner, M. and Taylor, M. (1998) *Applied Farm Management*, (second edition). Oxford: Blackwell Science

D236A2 Management Consultancy

Module Convenor: Miss K Harris-Adams Keely.Harris-adams@nottingham.ac.uk

Pre-requisite(s): D235A4 Rural Business Management

Module Details: Level 3 Spring Semester, 10

Expected Number of Students Taking this module: 15

Target Students: Students specialising in management

Summary of Content: The module is orientated to real-life case studies that will allow students to develop and apply their knowledge of management principles. These case studies will be based on the University farm. This will involve assessment of enterprise performance and/or whole farm performance under the current agricultural policy and market environment. Each student will provide written and oral consultancy reports on their findings that will be assessed by members of academic staff. The reports will outline the impact of possible changes and provide recommendations to the manager of the business.

Timetable: It is expected that students will primarily direct their own study for this module. There will be three lectures, two computer tutorials and three individual workshop sessions to provide students with guidance. Personal timetables will be available to all students via www.nottingham.ac.uk/student-services

Week	Content	Staff
1	Introduction to module Choosing your case study	KHA
2	Farm Manager's perspective Q&A on farm resources Individual meetings on case study	KHA/MGD
3	Farm accounting revision session (computer aided learning)	KHA
4	Guest lecture: Management consultancy in practice	KHA
5	"Consultation with senior consultants" [25 mins as scheduled]	KHA/CS
6	"Consultation with senior consultants" [25 mins as scheduled]	KHA/CS
7	Farm accounting revision session (computer aided learning)	-
8	"Progress review" [15 mins as scheduled]	KHA
9	No lecture. Student directed study	-
10	Student's individual oral presentations [30 mins as scheduled over full day]	KHA/CS/MGD
11	Feedback and module review session	KHA

Teaching Staff: KHA: Keely Harris-Adams, MGD: Mike Davies

Coursework: Written report (80%), Oral presentation (20%).

Assessment:

Coursework 1 (80%) Report - 3500 words.

Coursework 2 (20%)

Presentation - individual presentation based on findings in report – 30 mins

Aims: The module aims to introduce students to the practicalities of management consultancy and thus integrate their knowledge of management principles to real-life case studies.

Learning Outcomes: Knowledge and Understanding - to learn of 1) How to appraise individual enterprises and whole firms with a view to improving the respective financial and technical performance of the business 2) Appropriate terminology and nomenclature to appreciate and express knowledge of the subject area; including understanding the commercial environment in which consultants work 3) A diverse range of the essential information, major concepts, principles and theories associated with a specific case-study relevant to agriculture and sustainable agricultural systems, focusing upon management and economics but also including crop and animal science as appropriate 4) The latest trends and developments relevant to the specific case-study and of the associated philosophical, ethical and policy issues 5) The ability to acquire, interpret and critically analyse biological and management data and information derived from a variety of sources 6) A range of practical techniques and methodologies, together with appropriate procedures for data analysis and presentation. Intellectual Skills - the ability to 1) Recognise and use appropriate theories, concepts and principles from a range of relevant disciplines, drawing particularly on business management techniques 2) Collect and integrate several lines of evidence and apply them in a balanced manner to support an argument for choosing one competing alternative over others 3) Apply knowledge and understanding of business management and scientific principles to address familiar and unfamiliar problems 4) Critically analyse, synthesise and summarise information drawn from various sources, including published research papers and reports. Practical/Professional Skills - the ability to 1) Design and carry out appropriate analysis to assess feasibility of competing alternatives 2) Collect, record and analyse information and data in the library making accurate observations and to summarise it using appropriate business management techniques 3) Appreciate and analyse financial and other management information and use it in decision making. Transferable/Key Skills - the ability to 1) Communicate accurately, clearly, concisely and confidently in written, verbal and visual forms making appropriate acknowledgement to the work of others 2) Work productively as an individual 3) Listen to, appreciate and evaluate the views of others 4) Manage and organise time efficiently and work to deadlines by using flexible and effective approaches to study 5) Process, analyse and present data using a variety of methods, including appropriate qualitative and quantitative techniques and packages 6) Use the Internet and other electronic means critically for communication and as a source of information 7) Appreciate the difficulties of having incomplete information on which to base decisions and understanding the nature of risk.

D236A3 Current Issues in Crop Science

Module Convenor: Dr MJ Foulkes John.Foulkes@nottingham.ac.uk

Lecturers: plus various speakers from industry and research. Dr S Ramsden

Pre-requisites: D223P9 Applied plant physiology: from cell to crop

Module Details: Spring, 10 credit module.

Expected Number of Students Taking Module: 20

Availability to Exchange Students Yes

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

Summary of Content: This integrative module considers future options and possible strategies for crop production in UK and world agriculture. Students are introduced to a number of issues that have current or possible future impacts on crop production systems and the environment. Examples of issues that will be addressed include: the future of genetically modified crops, impact of crop production on biodiversity and prospects for organic crop production. The content will change every year to reflect current issues in crop science. This module is suitable for students interested in applied plant science, crop science agriculture and the environment.

Changes to the module introduced this session: The content will change each year depending on current issues.

Lecture Programme: (provisional) Introduction to the module and course work. Impact of crop production on biodiversity. The future of genetically modified crops. Prospects for organic crop production. Climate change. Energy crops. Biological control in cropping systems

Non- Lecture Programme:

Week 9 Paper review exercise

Week 11 Research and presentation exercise

Coursework: This module is assessed entirely by coursework: essay 40%, paper review 30%, research and presentation exercise 30%.

Assessment:

Coursework 1 100% Essay 2000 words.

Coursework 2 Paper review exercise 10 minute presentation individually (formative exercise, not assessed).

Coursework 3 Research and presentation exercise - 20 minute presentation in pairs (formative exercise, not assessed).

Aims: To raise awareness of students to current issues in crop science. To enable students to analyse the advantages and disadvantages of a range of current and future developments in crop science.

Learning Outcomes: Knowledge and Understanding - to learn of 1) Appropriate terminology and nomenclature to appreciate and express knowledge of contemporary issues in crop science 2) A diverse range of the essential information, major concepts, principles and theories associated with current issues in crop science, including genetically modified crops, organic production, biodiversity 3) The latest trends and

developments within crop science, and the philosophical, ethical and policy issues associated with them 4) The ability to acquire, interpret and critically analyse biological and/or management data and information data derived from a variety of sources.

Intellectual Skills - the ability to 1) Recognise and use appropriate theories, concepts and principles from a range of relevant disciplines and use these to critically analyse current issues associated with crop science 2) Collect and integrate several lines of evidence and apply them in a balanced manner to support an argument, taking ethical considerations into account where appropriate 3) Apply subject knowledge and understanding to address familiar and unfamiliar problems 4) Critically analyse, synthesise and summarise information drawn from various sources, including published research papers and reports 5) Demonstrate the provisional nature of facts and principles associated with the latest developments within crop science.

Practical/Professional Skills - the ability to 1) Collect, record and analyse information and data in the library, and to summarise it using appropriate techniques.

Transferable/Key Skills - the ability to 1) Communicate accurately, clearly, concisely and confidently to a variety of audiences in written, verbal and visual form 2) Work productively as an individual or as part of a team including identification, allocation and assessment of individual and collective roles and responsibilities 3) Listen to, appreciate and evaluate views of others and contribute to group discussions 4) Manage and organise time efficiently and work to deadlines by using flexible and effective approaches to study 5) Process, analyse and present data using a variety of methods, including the use of computer based information handling and data processing tools where appropriate 6) Use the internet and other electronic means critically for communication and as a source of information.

Recommended Reading: The nature of this module means that there are no key texts associated with it. However, students will be expected to read widely around the issues discussed. It will be particularly important for students to be aware of recent publications, both in terms of refereed papers and of articles in New Scientist etc.

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

D23BA1 Livestock Production Science

Module Convenor: Prof Phil Garnsworthy Phil.Garnsworthy@nottingham.ac.uk,

Lecturers: Prof Kevin Sinclair, Dr George Mann, Dr Jean Margerison, Dr Gavin White

Module Details: Level 3 All Year; 20 credits

Pre-requisites: D223A7 Applied Animal Science

Co-requisites: None

Availability to Exchange Students Yes

Expected Number of Students Taking Module: 40

Target Students: Students in the School of Biosciences

Summary of Content: Scientific principles governing responses of major livestock species to nutritional, environmental, genetic and management inputs in terms of overall biological performance (growth, lactation, nutrition and reproduction), biological efficiency, profitability, animal welfare and environmental impact. Product quality, how this is measured and perceived by both the retail sector and the consumer, and how it may be manipulated during production. UK livestock production in the context of global food security.

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

Lecture Programme:

<i>Week</i>	<i>SUBJECT</i>	<i>LECTURER</i>
2	Poultry Production 1	TBC
3	Poultry Production 2	TBC
4	Poultry Production 3	TBC
5	Pig Production 1	TBC
6	Pig Production 2	TBC
7	Pig Production 3	TBC
8	Pig Production 4	TBC
9	Dairy: Biology of Lactation	PCG & JKM
10	Dairy: Housing	JKM
11	Dairy: Environmental impacts	PCG
12	Cattle Health	JKM
13-16	Vacation	
17-18	January Assessment (not for this module)	

19	Cattle: Reproduction	GEM
20	Dairy Farm Visit	PCG
21	Feeds for Cattle	PCG
22	Beef: Systems 1	JKM
23	Beef: Systems 2	KDS
24	Beef: Systems 3	KDS
25	Sheep: Production systems	GE
26	Sheep: Lamb production and welfare	GE
27	Sheep: Nutrition	GE
28	Sheep: Breeding	GEM
33	Sheep: Health & reproduction	GE
34-37	Revision / Assessment	

Teaching Staff: Prof Phil Garnsworthy (PCG; Module Convenor), Prof Kevin Sinclair (KDS), Dr George Mann (GEM), Dr Jean Margerison (JKM), Dr Gavin White, To be confirmed (TBC).

Assessment:

Exam 60% one 3 hour paper

Coursework 1 40% 2 essays each of 1500 words

Aims: Link previously acquired scientific knowledge of physiology, nutrition, genetics, health, welfare and management when studying the production of meat/milk/eggs and health/well-being. Detailed consideration of the integration of the production, nutrition, product quality, management and health of beef and dairy cattle, sheep, pigs and poultry at UK and global scales.

Learning Outcomes: After successful completion of the module students will be able to: Integrate knowledge of nutrition, reproduction, growth, management, health and welfare when evaluating livestock production systems.

- Demonstrate ability to acquire, interpret and critically analyse biological and/or management data and information derived from a variety of sources, including international comparisons.
- Compare resource requirements and environmental impact of alternative livestock systems.
- Explain how to adapt production systems to meet demands for animal products in contrasting global markets.
- Critically analyse key performance indicators and provide solutions to problems encountered in livestock production enterprises.

D235A0 Field Crops

Module Convener: Dr Debbie Sparkes debbie.sparkes@nottingham.ac.uk

Module Details: Level 3 Autumn Semester, 10 credits

Pre-requisites: D223P9 Applied plant physiology: from cell to crop

Co-requisites: None

Expected Number of Students Taking Module: 15

Target Students: Agriculture Students

Summary of Content: Selected field-grown crop species are studied as models to illustrate major systems of production. The module is based on a critical appraisal of: the efficiency of current commercial production strategies and an assessment of the scope to exploit plant responses to the environment at specific growth stages for optimal control of quality and yield; optimisation of quality and yield of crops through the manipulation of leaf, stem and root development; post-harvest physiology, handling and storage. The module will be largely based around a five day field course in June, with a coursework assessment in the following Autumn Semester. The field course will mainly be based at Sutton Bonington with day-long trips to industry, farms and research organisations. There will be one overnight stay in East Anglia, and students are required to cover the cost of overnight accommodation.

The module will comprise a week-long field trip in June and a tutorial in the Autumn Semester. The exact nature of the visits will change from year to year but will be similar to those detailed below for 2016.

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

	Morning	Afternoon
Day 1	9.00-11.30: Farm Demo Room Introduction to the module and assessment. Introduction to sugar beet physiology/agronomy (DLS) Economic and policy issues influencing farmers' choice of crops (SJR)	12.15 depart Farmcare's Goole Estate Focussing on oilseed rape and vining peas.
Day 2	Houghton Estates (Produce World) Focussing on organic production of carrots, brassicas and onions.	Holkham Estates Focussing on sustainable rotations.
	<i>Overnight stay in Norwich</i>	

Day 3	Morley Research Centre Long term experiments on rotations and cultivations	Lincolnshire Field Products. Focussing on brassica crops
Day 4	Blankney Estates Arable estate incorporating specialist crops: e.g. poppies for morphine production and grass for chlorophyll extraction.	PGRO Levy funded research on peas and beans
Day 5	Hammond Produce, Nottinghamshire. Crops include cereals, potatoes, sugar beet, brassicas, leeks, parsnips and rhubarb.	Tutorial session to reflect on the field course and discuss coursework. (DLS)
Autumn Semester	Tutorial support for coursework and module review (DLS)	

Assessment:

Coursework 1 100% Field visit report 3000 words

Aims: To study the scientific principles that govern the management of field-grown crops through production to final end use, with particular emphasis being given to their physiology and ecology.

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

- Explain how an understanding of crop physiology can be used to inform management Decisions.
- Assess how targets for crop yield and quality influence crop management decisions.
- Compare the importance of weed, pest and disease management in a range of crops.
- Assess the current factors that influence grower decision making regarding crop choice and management (e.g. political, environmental, economic).

Recommended Reading:

Allen, EJ and Scott, RK (2001) *BPC research review: the agronomy of effective potato production*. British Potato Council, Oxford.

Draycott, AP (2006) *Sugar Beet*. Blackwell Publishing, Oxford.

Hay, RKM & Porter, JR (2006) *The Physiology of Crop Yield*. Blackwell Publishing, Oxford.

Sylvester-Bradley, R and Wiseman, J (2005) *Yields of farmed species: constraints and opportunities in the 21st century*. Nottingham University Press.

D236A8 Field Crops Cereals

Module Convenor: Dr John Foulkes John.Foulkes@nottingham.ac.uk

Lecturers: Dr Erik Murchie

Module Details: A level 3 module taught in the Spring Semester. The module will consist of lectures, seminars, practicals and field classes. 10 credits

Pre-requisites: D223P9 Applied plant physiology: from cell to crop or equivalent

Expected Number of Students Taking Module: 20

Target Students: Crop Science and Agricultural students

Summary of Content: Plant structure and methods of quantifying morphological development and the sequence of apex differentiation from vegetative to reproductive. Influence of the environment on development, growth and yield formation. Crop improvement through breeding. Production strategies for the major grain cereals grown in contrasting environments with particular emphasis on factors controlling yield and quality.

Changes to the module introduced this session: Update of module content

Lecture Programme: (provisional)

Week 1 Introduction to the module and course work
Principles of cereal growth and development I

Week 2 Principles of cereal growth and development II

Week 4 Seed rate, sowing date and sowing depth

Week 6 Cereal nutrition

Week 7 Cereal quality

Week 8 Lodging

Week 9 Species and variety selection

Non- Lecture Programme:

Week 3 Field class

Week 5 Practical class

Week 10 Cereal diseases

Coursework: Cereals practical and write up - word limit 1,000 words. The coursework is formative and is not assessed for the module mark.

Assessment: Exam 1 100% 2 hour exam.

Aims: This module is designed to provide an analysis of the production of cereal crops. Emphasis will be placed on understanding production strategies for the major grain cereals, with particular emphasis on factors controlling yield and quality. The structure and function of the Gramineae will be presented and the influence of the environment and management practices on crop growth and development examined. This understanding will be used to show how the management of different cereal

crops can be optimised to meet the requirements of specific environments and end-uses.

Learning Outcomes: Learning Outcomes: Knowledge and Understanding - to learn of 1) The principles governing the environmental and management factors that influence cereal production and the commercial applications of these principles in agronomy 2) Key features of development and growth (vegetative and reproductive) of cereal crops and their responses to the environment 3) An understanding of the reasons for yield and quality variation from site to site and from year to year 4) An appreciation of how growers utilise information on development and growth of cereal crops to optimise management strategies in a given situation 5) A range of relevant practical techniques and methodologies and their uses, together with appropriate procedures for evaluation of relevant agronomic data sets. Intellectual Skills - the ability to 1) Critically evaluate current research and advanced scholarship in cereals agronomy and production literature 2) Analyse data sets systematically and precisely and interpret them accurately and effectively 3) Integrate information selectively from a variety of sources on environment, crop development and growth and management inputs to predict performance of cereal crops.

Practical/Professional Skills - the ability to 1) Collect plant data according to standard protocols to compare measurements of crop development and growth against benchmarks to make informed management decisions 2) Use electronic library resources, print systems and the Internet to access information from a wide range of sources 3) Use management guidelines predictively, recognising the importance of agronomic and physiological influences on decisions 4) Present in a range of written formats data and interpretation of this to a standard and format consistent with that as accepted by the professional crop science community.

Transferable/Key Skills - the ability to 1) Communicate effectively in written, verbal and visual forms, including efficient presentation of data (tables v. figures) as in scientific papers 2) Objectively compare experimental results with the scientific literature 3) Critically integrate information from a wide range of sources, including the Internet and other learning resources, to advance to synthesize concepts and advance their own knowledge base 4) Act independently in planning and implementing tasks.

Recommended Reading: Azam-Ali, S.N. & Squire, G.R. (2002) *Principles of Tropical Agronomy*. CAB Publishing. Fageria, N.K. (2006) *Physiology of crop production* / N.K. Fageria, V.C. Baligar, R.B. Clark (eds). Hay, Robert K.M. (2006) *The physiology of crop yield* / Robert K.M. Hay, John R. Porter. 2nd ed. 2006

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

D235AA Agri-Business Case Study

Module Convenor: Dr Keely Harris-Adams

Total credits: 20

Level: 3, Autumn Semester

Pre-requisite(s) D223A9: Agri-Business Enterprise and Innovation, D223A6 Economic Analysis for Agricultural and Environmental Sciences, D224A1 Applied Agricultural and Food Marketing, and D224A8 Human and Technological Resource Management

Expected Number of Students Taking Module: 5

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

Summary of Content:

Within the Agri-Business Case Studies module students are supported in a tutorial environment to critically analyse an Agri-businesses and to propose development ideas to improve the performance of the business examined. Building upon knowledge gained from the previous pre-requisite modules, students will critically appraise the agribusiness market and policy environment, the product portfolio of the case study businesses, the entrepreneurship potential of the business and the embedded human and technological resource management with the business to develop a strategy document for business development. A key part of the module will be the integration of knowledge and skills from areas of Agribusiness previously studied, to provide a holistic and visionary plan for the development of the chosen Agri-Business.

Module Activities:

(Provisional)

Week	Duration	Subject	Format
1	2 hours	Introduction to the module Critical analysis of agri-businesses – Part I	Lecture
2	2 hours	Critical analysis of agri-businesses – Part II	Lecture
3	2 hours	Case study tutorial	Tutorial
4		Self-directed study	Student Centred Learning
5	1.5 hours	Guest lecture	Lecture
6	2 hours	Case study tutorial	Tutorial
7	2 hours	Student-led seminar	Seminar
8	2 hours	Student-led seminar	Seminar
9		Self-directed study	Student Centred Learning
10	2 hours	Case study tutorial	Tutorial
11	2 hours	Presentations	Seminar
12		Module feedback and review	Workshop

Assessment:

Coursework 1 (100%): Report (4,000 words)

Aims and Objectives: The module aims to develop understanding of the holistic nature of agribusiness management in practice, examined through the application of knowledge and skills to a chosen Agri-Business of the student's choice. Integration of knowledge and skills from areas of agribusiness previously studied is a central aim, with the outcome of the module being a holistic and visionary plan for the development of a chosen Agri-Business.

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

- Integrate different information and evidence to provide a deep understanding of the internal and external environmental in which a chosen agri-business operates.
- Develop a holistic and visionary applied business development proposal.
- Present information in a coherent and succinct written form to the standard of a professional consultant, being cognisant of the range of issues and opportunities appropriate to a particular agribusiness.

D236A9 Agri-Business Innovation Incubator

Module Convenor: Dr Christina Siettou

Total credits: 20

Level: 3, Spring Semester

Pre-requisite(s) D223A9: Agri-Business Enterprise and Innovation and D223A6 Economic Analysis for Agricultural and Environmental Sciences

Expected Number of Students Taking Module: 20

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

Summary of Content:

Within the Agri-Business Innovation Incubator module students are supported to develop and test their own business ideas. The module will demonstrate and develop principles of innovation and entrepreneurship, with students embedded in a supportive tutorial environment where external inspirational practitioners provide feedback on business concepts as they are being developed. A 'Dragon's Den' experience towards the end of the module provides vital experience in business-to-business communication.

Module Activities:

(Provisional)

Week	Duration	Subject	Format	Staff
1	2h	Introduction: Innovation and Entrepreneurship	Lecture	CS
2	2h	Developing agri-business ideas	Tutorial	CS/TBC
3	2h	Business Speaker/discussion on innovation and entrepreneurship	Tutorial	TBC
4	2h	Idea Assessment/ Business Development Process	Lecture	CS/TBC
5	2h	Business Speaker/discussion on the ingredients of a successful agri-business idea; Feasibility analysis	Tutorial	CS/TBC
6	2h	Business speaker/discussion on idea to action: creating an agri-business	Tutorial	CS/TBC
7	2h	Business speaker/discussion on start-up to growth: operating a Business	Tutorial	CS/TBC
8	2h	Business speaker/discussion on Business strategy	Tutorial	CS/TBC
9	2h	Business speaker/discussion on agri-business successes	Tutorial	CS/TBC
10	2h	How to write a successful business proposal	Tutorial	CS/TBC
11	4h	Dragon's Den	Presentations	CS/TBC

Assessment:

Coursework 1 (80%): Report (2,000 words)

Coursework 2 (20%): Presentation

Aims and Objectives: The module aims to develop understanding of the theory and application of Agri-Business innovation. Through developing and testing their own business ideas, students will develop their understanding of the principles of innovation and entrepreneurship. Interactions with external practitioners will frame the module within the context of contemporary agribusiness management practices. A 'Dragon's Den' experience provides vital skills in business-to-business communication.

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

- Demonstrate how principles of innovation and enterprise can be applied to agri-business contexts.
- Develop an innovative business proposal and place this within the context of the current agri-business market environment.
- Analyse information from a range of sources to develop a professional business proposal that is presented in written and oral forms.

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

*marking schemes may be subject to change, any changes will be notified to students in advance

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

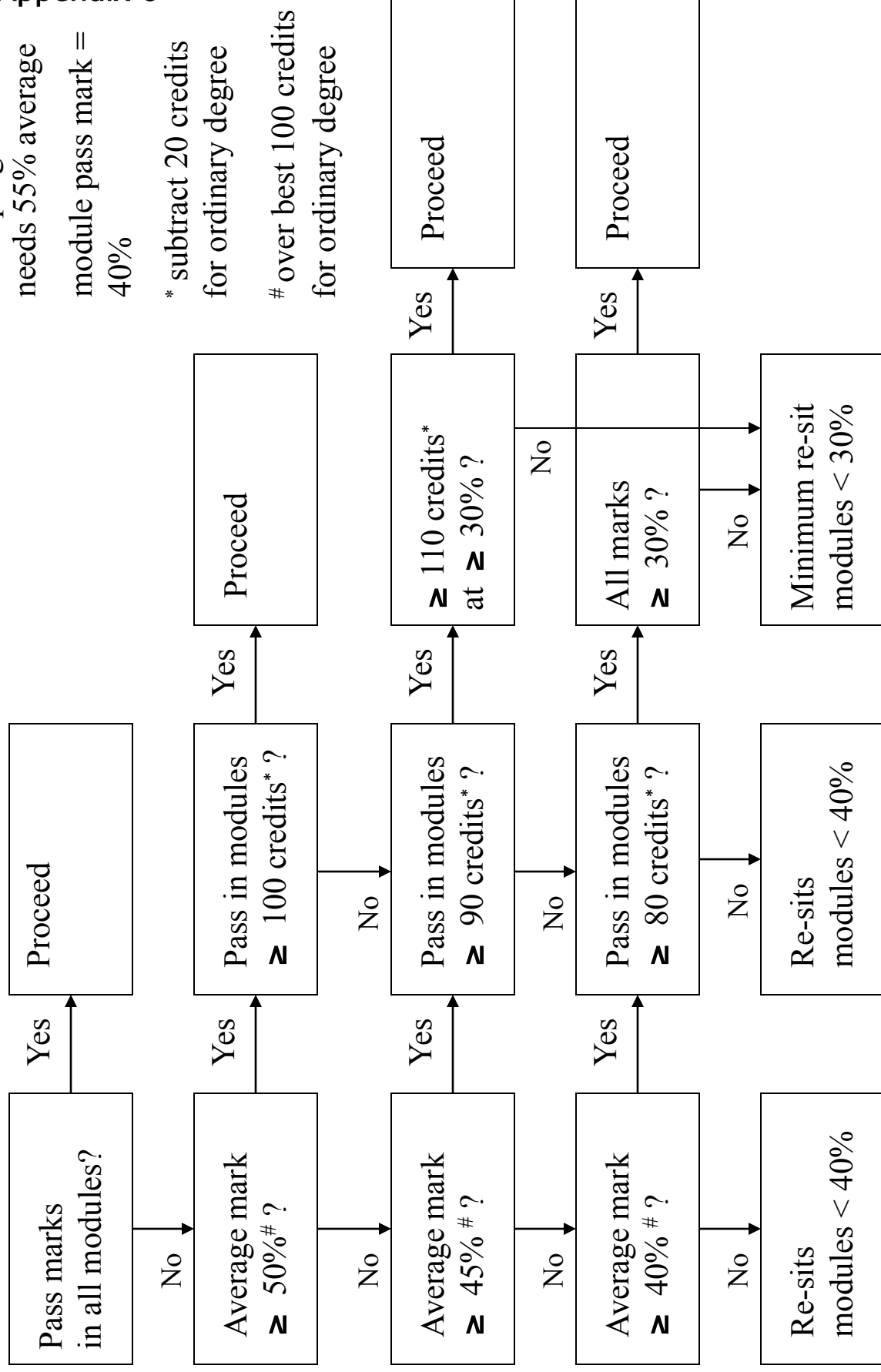
MSci prog to Part II

needs 55% average

module pass mark = 40%

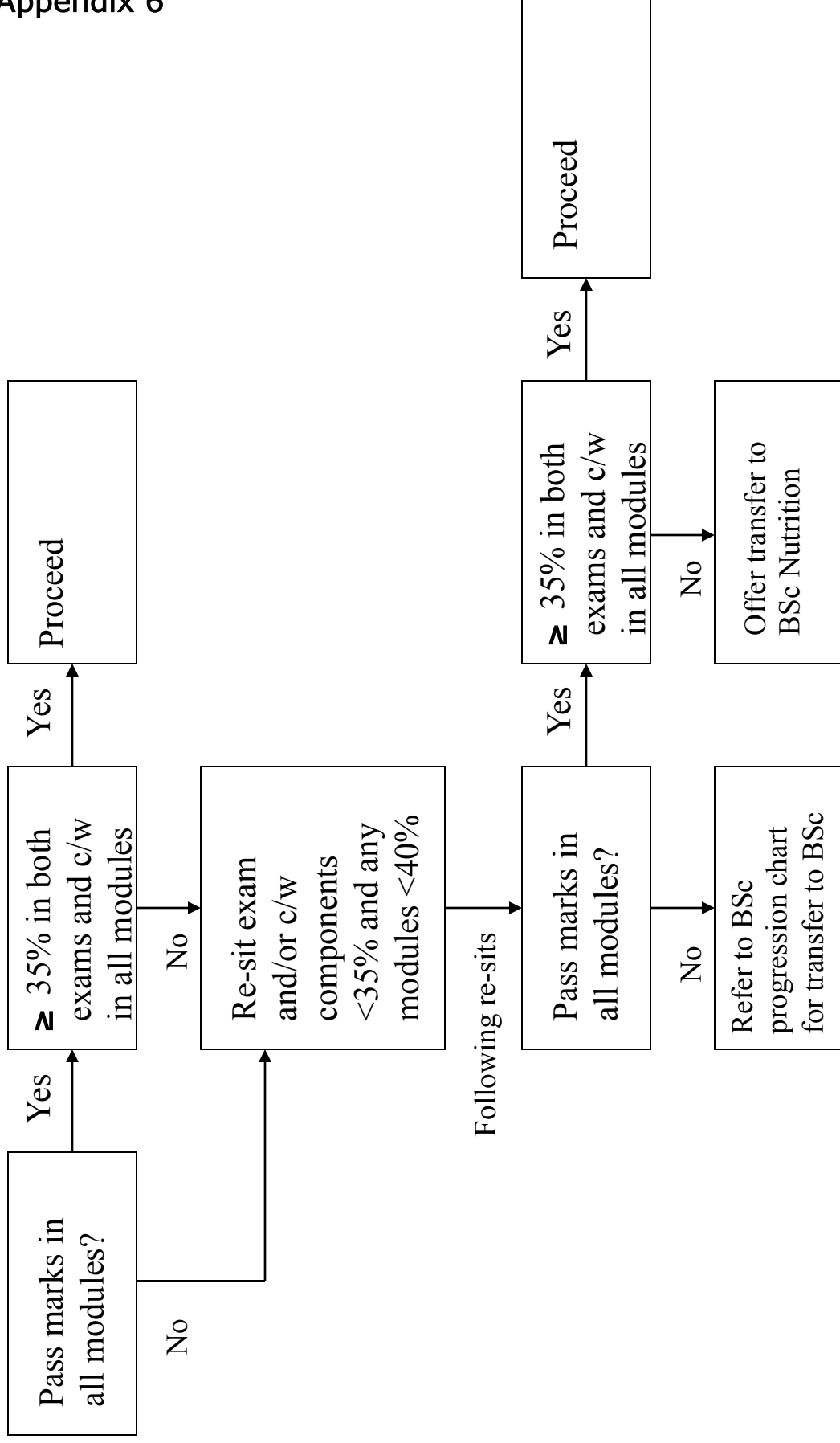
* subtract 20 credits for ordinary degree

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.

Appendix 7

Mark Class C

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

Mark Class D

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

Mark Classes E/F

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

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

School of Biosciences: Tutoring Statement

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

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

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

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

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

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

Appendix 8

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

January 2015