

Department Of
Animal &
Plant
Sciences.

The
Achievement
Of
Excellence.



Level 3

Undergraduate

Handbook

2011-2012

SECTION 1 GENERAL INFORMATION

1.1 LINKS TO USEFUL INFORMATION

APS Level 3 undergraduate home page

<http://www.sheffield.ac.uk/aps/currentug/level3>

APS modules

Level 3

<http://www.sheffield.ac.uk/aps/currentug/level3/modules>

Level 4

<http://www.sheffield.ac.uk/aps/currentug/level4>

APS Staff

A full list of academic staff, research fellows and support staff, their contact details and research interests can be found at <http://www.sheffield.ac.uk/aps/staff-and-students>
There is a board on the D-floor that has room numbers for all members of staff.

Level 3 timetable

http://www.sheffield.ac.uk/polopoly_fs/1.94107!/file/Level3-Timetable-11-12.pdf

Student-staff committee

<http://www.sheffield.ac.uk/aps/currentug/staffstucom>

If you are ill then read section 4.5

If you have any queries please email animal.plant@sheffield.ac.uk

Check your University email account every day.

1.2 LIST OF IMPORTANT DATES

Semester 1		Semester 2	
Mon 26 Sept 2011	Start of Autumn Semester	Mon 6 Feb 2012	Start of Spring Semester
Mon 26 Sept to Fri 7 Oct 2011	Add/Drop Period	Mon 6 Feb to Fri 17 Feb 2012	Add/drop period
Wed 12 Oct 2011	Hand-in deadline for L3 field courses (APS336a b, APS337, APS343)	Feb 2012	Meeting for MBiolSci students
Wed 26 Oct 2011	Hand-in deadline for APS306	End of Feb 2012	Semester 1 results posted on Floor B1 Notice Board
Late Oct/Early Nov 2011	Meeting to discuss Exam Issues	Early Mar 2012	Examination feedback sessions
Sat 5 Nov 2011	End of Semester 1A	Sat 17 Mar 2012	End of Semester 2A
Mon 7 Nov 2011	Start of Semester 1B	Mon 19 Mar 2012	Semester 2B Starts
Mon 7 Nov to Fri 11 Nov 2011	Add/Drop for APS modules ONLY	Mon 19 Mar to Fri 23 Mar 2011	Add/Drop for APS modules ONLY
Mid Nov 2011	SGDP meeting	Mon 31 Mar 2012	Start of Easter Vacation
Nov 2011	Meeting to discuss PhDs	Mon 23 Apr 2012	Return from Easter Vacation
Wed 30 th Nov 2011	Hand-in deadline for APS318	Wed 25 Apr 2012	Hand-in deadline for APS313 and APS341
Mon 12 Dec 2011	Deadline for feedback on 25% of the written work for APS330. No feedback given after this date.	Tues 8 th May 2012	Deadline for feedback on 25% of the written work for APS331 and APS340. No feedback given after this date.
	Week commence 14 May 2012		End of year/degree meeting
	given after this date.	Weds 16 May 2012	Hand-in deadline for APS331, APS340 and APS344
Fri 16 Dec 2011	Hand-in deadline for APS321 notebooks	Sat 19 May 2012	End of Semester 2B
Sat 17 Dec 2011	Break for Christmas Vacation	Mon 21 May to Sat 9 Jun 2012	Spring semester Exam Period
Mon 16 Jan 2012	Return from Christmas Vacation	Sat 9 Jun 2012	Start of Summer Vacation
Mon 16 Jan to Sat 4 Feb 2012	Autumn Semester Exam Period	End of last week of Jun 2012	Degree classifications posted on B1 noticeboard.
Wed 18 Jan 2012	Hand-in deadline for APS330	Week commence 16 Jul 2012	Annual Degree Congregations

1.3 INTRODUCTION

This handbook has been prepared to provide you with all the information we think you need to know about the courses that we teach, the staff that teach them, the methods of teaching and assessment used, and the administration of the Department. In addition there is information on student support services and health and safety.

This handbook is designed to complement the University and Animal and Plant Sciences web pages where we provide additional information and resources for both students and staff. This means that if you have queries about finding things, how to go about doing something, who to contact, etc. in the University, then the University web site, or the web pages for Animal and Plant Sciences are a good place to start looking.

As a registered member of the University you will also be provided with access to MUSE (My University of Sheffield Environment) that acts as an electronic gateway (or portal) to a number of other resources. The most important of these are MOLE (my Online Learning Environment) and uSpace. We will place course specific material (such as handouts, self-assessment exercises, data files and places for submitting coursework electronically) on MOLE and more short-lived data (job opportunities, questionnaires) on uSpace. You should have information about MUSE and how to use it in the introductory information you receive from CICS.

We are a large department within the School of Biological Sciences, which itself is one of the largest groupings of biologists in the UK. This makes our task of liaising with you all the more important. We are also one of the most highly ranked departments in the UK for both teaching and research. The Department and its members thus have a lot to offer you and we hope that you will continue to enjoy your studies here.

The staff of the Department have a good reputation for helpfulness and we have several mechanisms for consultation about matters of concern to you. It is in your interests that you take full advantage of these mechanisms and we will always do our best to respond positively to any suggestions or complaints that you have.

In return we do ask that you help us by reading this document, monitoring the web and checking your **University** email account daily to ensure that you have the information you need and by providing us with information when this is required. Please read carefully the section dealing with illness, as this could affect your examination results. Please also read the Student Information Noticeboard on B1 floor, opposite the lifts, regularly and carefully.

We hope that you will find all the information you will require in the following pages. We would welcome your comments on the handbook as we seek to improve it for future years.

1.4 ADMINISTRATION

The Department of Animal & Plant Sciences.

The Department is one of the largest in the University. The Head of the Department is **Professor Lorraine Maltby**.

The staff who hold responsibilities that are of most relevance to you are as follows:

Dr Penny Watt	-	Level 1 Year Tutor and Student Disability Officer
Dr Jon Graves	-	Level 2 Year Tutor
Dr Charles Wellman	-	Level 3 Year Tutor
Professor Ben Hatchwell	-	Level 4 Year Tutor
Dr Stephen Rolfe	-	Director of Teaching
Professor Richard Leegood	-	Examinations Officer
Dr Charles Wellman	-	Deputy Examinations Officer

A large part of the administration in the Department is centred on the Departmental Office. The office is situated on D-floor of the Alfred Denny Building. The office is open 9am – 5pm Monday – Friday, all general enquiries can be made here.

If you have any queries concerning undergraduate matters you should email animal.plant@sheffield.ac.uk. This will then be passed on to the appropriate member of staff.

It is vital that you check your University e-mail regularly.

All official notices concerning teaching and examinations are posted on the notice-boards on B1-Floor (next to the lifts).

1.5 The Faculty of Science.

The Faculty of Science oversees all the arrangements that Departments and Schools make concerning admissions, teaching, examinations and the award of degrees. The Faculty is responsible for ensuring that the University Regulations concerning teaching and examining are upheld and that standards are maintained.

SECTION 2 AIMS OF THE DEPARTMENT OF ANIMAL & PLANT SCIENCES

2.1 Mission Statement of the University

The mission of the University is to maintain the highest standards of excellence as a research-led institution, whose staff work at the frontiers of academic enquiry and educate students in a research environment.

You can find it online at <http://www.sheffield.ac.uk/strategicplan>

2.2 Mission Statement of the Department of Animal & Plant Sciences

- to undertake research at the highest level of international standing directed towards an understanding of the integration of whole organisms and the interactions of organisms with each other and with their environment.
- to educate undergraduate students in a research environment, and to produce graduates who will compete successfully in the graduate job market or be well qualified to undertake postgraduate training.
- to provide research training of the highest quality, and to produce post-doctoral research workers who are capable of becoming successful research biologists.

The Department of Animal & Plant Sciences implements its mission statement through its strong commitment to teaching and research.

2.3 Teaching aims of the Department of Animal & Plant Sciences.

- provide teaching that is informed and invigorated by the research and scholarship of its staff and is stimulating to and enjoyable by students.
- provide a curriculum for each of our degree course subjects that develops a broad understanding of the subject together with a more detailed and critical understanding of selected areas.
- provide a supportive environment for students with effective mechanisms for referral to specialist services when required.
- develop in students an independence of thought, intellectual curiosity and a critical approach to evidence, theories and concepts.
- develop in students a range of subject-specific and generic skills appropriate to employment both within and outside of biology.
- enable students to maximise their academic potential in all aspects of their chosen course.
- assess students over a range of skills and identify, support and encourage academic excellence.
- impart to students an awareness of the importance of commitment to and skills relevant to life-long learning.
- widen access to our degree programmes to the extent permitted by the intellectual aptitudes demanded by the programmes.
- prepare students for postgraduate work and a professional career in biology.

2.4 Degree Course Objectives.

Arising from these aims are general objectives for all our degree courses. Objectives are what you as a student should achieve and so by the time you graduate you should:

- be able to demonstrate a broad understanding of your degree subject(s).
- be able to demonstrate a detailed knowledge in selected areas of your degree subject(s).
- have obtained experience in the laboratory and, where appropriate, the field.
- be able to demonstrate skills in the acquisition, use and critical evaluation of subject-related information.
- be able to demonstrate effective skills in communicating scientific results, ideas and arguments both orally and in writing.
- be able to demonstrate quantitative and computing skills sufficient to aid data generation and analysis and report presentation.
- have applied the skills you have acquired in research-related project work.
- have acquired effective study habits and the ability to work effectively both as an individual and as a member of a team.
- be well qualified for employment in the graduate job market.
- be able to assess whether or not you have the ability, motivation and interest to pursue postgraduate training.

All our degree courses are designed with these objectives in mind, and teaching methods in the Department are designed to help you achieve the objectives set for all our degree courses. What we aim to provide is a progression from year to year that builds up the overall degree course objectives.

2.5 Aims of the first year course (Level 1):

- to provide a modular course that covers a wide range of biology.
- to enable students to choose modules within their degree course structure that are appropriate to their interests.
- to enable students to acquire basic laboratory experience in biology.
- to provide a personal and academic tutorial system that develops the communication and data interpretation skills of students.
- to allow flexibility within Level 1 such that students have an opportunity to change degree course within the School of Biological Sciences provided they have chosen appropriate modules.
- to provide students with a sound academic base for progression to Level 2.
- to provide students with the opportunity to assess their progress by formative feedback in tutorials and by summative feedback from modular assessments.

2.6 Aims of the second year course (Level 2):

- to enable students to develop further their knowledge and understanding of specific areas of biology.
- to expand students' laboratory experience in specific areas of biology in terms of the diversity of organisms, the design and execution of experiments and, where appropriate, field work.
- to develop students' skills in the analysis and interpretation of biological data.
- to develop students' skills in the use of information technology.
- to develop students' skills in the presentation of biological data.
- to provide experience of collaborative team work.
- to provide a personal and academic tutorial system that further develops students' communication and data interpretation skills.

- to provide students with the opportunity to assess their progress by formative assessment in tutorials and by summative assessment in modular examinations.

2.7 Aims of the third year course (Level 3):

- to enable students to study selected areas of biology in depth.
- to expose students to the most recent advances in selected areas of biology.
- to further enhance students' ability to analyse, criticise and evaluate biological data and alternative viewpoints.
- to enable students to carry out a research project under supervision.
- to enable students to write a dissertation on a topic of their choice.
- to develop students' self-reliance and time-management skills by their organisation of work for projects, dissertations and examinations.
- to provide students with the opportunity to obtain formative feedback from their supervisors and summative feedback from modular assessments.

2.8 Aims of the fourth year course (Level 4):

- to enable students to analyse, criticise and evaluate biological data and alternative viewpoints at an advanced level.
- to enable students to research an area of biology in depth by means of a dissertation and research project under supervision.

- to develop advanced research-specific laboratory and/or field skills.
- to develop communication skills and to enable students to communicate science to professional and public audiences.
- to expand students' understanding of how research is funded and published.
- to develop an understanding of entrepreneurship and the commercial utilization of biological systems.
- to provide students with the opportunity to obtain formative feedback from their supervisors.
- to further develop students' self-reliance and time management skills by their organisation of work for projects and dissertations.
- to provide advanced training in generic skills necessary to become a career biologist.

2.9 Module Objectives

The modules that you will take during your degree course will cover all of these aims and help you to achieve your overall degree course objectives; clearly not all objectives will be relevant to each module, some will develop specific skills, others will cover a broader range.

You will receive, at the start of every module, a set of aims and objectives for that module. These objectives will indicate what you are meant to achieve.

SECTION 3 TEACHING METHODS

The teaching methods throughout your degree are in the form of practicals, tutorials, lectures, self-directed learning and, at Levels 2, 3 and 4, will include project work, dissertation work, workshops, seminars and field courses.

3.1 Lectures.

You should always attend lectures and take your own notes. Do not rely on other people's notes (unless you are ill and cannot attend a lecture). Strike a balance between making notes and listening carefully. Try to understand the main points of the lecture and make sufficient notes to enable you to recall each of these points afterwards. Do not attempt to write down every word the lecturer says.

Good notes often include headings and subheadings, underlining or highlighting, and a clear layout on the page. It is very useful to leave a wide margin at one side, so that you can add extra points later – details from textbooks, references, clarifications. Use abbreviations in note-making, but make sure that you know what they mean. It is essential that you should read through your notes as soon as possible after a lecture to make sure they make sense and you understand them. If you do not understand your notes either seek help immediately or consult textbooks to clarify the situation. This is best done while the topic is still fresh in your mind. Talking to your classmates may help clarify things.

All lectures are scheduled to last for fifty minutes, although not all lecturers choose to use the full time. Lecture times are standardised throughout the University. They start on the hour and are 50 min long (e.g. 9:00 – 9:50 am).

You should always arrive at a lecture at least a few minutes before it is due to start. You might need to pick up a hand-out and you will certainly need to organise yourself to take notes. Late arrival at lectures is discourteous and disruptive for the lecturer and other students. It also shows an inability to organise your time effectively. You will also find it difficult to understand a lecture if you miss the beginning. Lecturers have the right to refuse admission to latecomers.

3.2 Attendance Monitoring

As a student, it is most important that you attend regularly all the lectures, tutorials, laboratory sessions etc. that are listed in your timetable or that are communicated to you as the semester proceeds. It is only by attending all of the scheduled sessions you will be able to learn effectively, and it is for this reason that the Student Charter notes that students are expected "*to attend throughout each semester, including the full examination period. This means turning up on time to all designated teaching sessions, tutorials, laboratory sessions and all assessment*". To help ensure that you make full use of the learning opportunities that are available, the department will be monitoring the attendance of students at twelve or more sessions throughout the year. The monitoring will be carried out using systems that have been developed by the University specifically to help departments identify and support students who are having difficulty with their study programme.

Within this department, attendance will be monitored at introductory level meetings, tutorials, practicals, project and dissertation supervisory meetings, by completion of key elements of coursework and attendance at examinations.

3.3 Self-Directed Learning.

In the broadest sense self-directed learning is all the work you do when you are not in lectures, seminars, workshops or meetings. Self-directed learning will thus occupy more than half your working week. Some of this work will be clearly defined, for example the work you have to do for tutorials, lectures, projects and dissertations. For this work you will have to organise your time effectively and meet deadlines for the completion of work. Some modules will also include student-centred learning which involves reading and the preparation of material for assessment. Other aspects of self-directed learning are less clearly defined. For example, ensuring that your lecture notes are clear, comprehensible and comprehensive.

It is also expected that you will read books and papers that are recommended for each module. At level 1 each taught lecture module has two research papers that you must read. At level 2 this directed reading increases to 5-6 research papers for each taught lecture module. This directed reading is the **minimum** that is required for the course. You are also expected to read additional material to consolidate the material covered in lectures and increase the depth of your knowledge and understanding. You should organise your time to allow for some general subject-related reading each week. At levels 3 and 4 you are expected to read widely using both resources provided to you and those that you find yourself.

3.4 The Sheffield Graduate Development Programme (SGDP).

The SGDP will help you gain the most from your time at University in order to improve your employability. If you have a firm career objective, it will help you

develop the portfolio of skills and experience required to achieve your aim. If you are uncertain as to your career ambitions it will help you explore your career options.

Employers not only want candidates to have a good degree but also to have developed and documented their skills and experience relevant to the job they are applying for. Therefore an important output from the programme is the development of a Personal Development Record (PDR). The PDR can be in the form of an effective CV that is kept under constant review and development throughout your degree. All students will be required to do this. In addition the PDR can be enhanced by participation in the Skills for Work Certificate or the Sheffield Graduate Award both accredited programmes run by the University.

Your personal tutor will play an active role in assisting you with progression of your personal development. You will normally meet with your tutor at the end of each semester to review your PDR.

There is much to be gained from keeping the PDR, and it is more than just a tool for recording and keeping relevant pieces of information. Used properly, it is a valuable means of helping you understand and reflect upon your experiences and how the learning you acquire as a result can be transferred to new contexts, such as the work place. Being able to evaluate your own progress in this way can help you to set your own personal goals and plan for the future. This will help you to become a more effective, independent and confident learner, both during your undergraduate studies and throughout your future career.

3.5 Life-Long Learning.

During your time at University you will develop skills that will be essential to your employment prospects over a long period. You will spend your working life in a society in which knowledge develops rapidly and working practices change accordingly. To be successful you will need to continue learning throughout your life; you will also need to be flexible and adaptable. It is essential you realise that your time at university is not an interlude between school or college (or previous employment) and the world of work, but part of a continuous process. The skills that you develop in finding, analysing and presenting information, in organising your time effectively and in using information technology will form a basis for a life-long process of learning. The development and use of these skills during your time at university will ensure that you will be able to use them throughout your working life to enhance your employability.

3.6 Organising Your Studies.

One of the most efficient routes to being successful in your studies is effective use of your time. As a student you need to find the right balance between relaxation and study. An indication of the minimum amount of time you should spend each week on your academic work is given in Section 4.3. Part of this time is fixed with regular lectures and project work. You will also have deadlines for handing in project reports, dissertations and other course work. [Examination dates](#) will also be announced well in advance. These fixed times form a framework for the whole academic year, within which you can organise your time. You should make a note

of all the fixed dates, in your diary or on a wall planner, so that you can plan your tasks for the semester or for the year in perspective.

Weekly study plans are also an important way of using your time efficiently. Each week you could make a chart, and enter details for that week, starting with the times of your lectures, seminars and meetings with project/dissertation supervisors. Mark in any other commitments you have for the week. You should then allocate blocks of time sufficient to prepare for events such as discussion groups and meetings with project/dissertation supervisors. Allocate blocks of time for project or dissertation work, report writing, coursework and preparation for examinations. You may need to plan over a longer time span than a week for some of these. Your weekly plan should include reasonable amounts of time for eating, sleeping, travelling, exercising and relaxing. Allocate some time at the end of each day to review your progress.

You should aim to plan other study time during periods when you know you can study most effectively. It is important to select the best time of day and this is a wholly individual matter. Try, as far as possible, to devote at least part of your “best” time each day to serious study.

Your weekly study plan is only meant to be a guide and so it needs to be both flexible and realistic.

3.7 Using Your Study Periods Effectively.

Everyone works and studies in their own way. There is no one way of studying which can be guaranteed to work for all students. To be successful in your studies

you must develop your own study skills - try out different techniques, select the ones which work for you and stick with them.

Effective study requires a comfortable place to work, minimal distraction and accessible books and notes.

Length of study periods is important but again this is an individual matter. Long sessions are not always advisable and should certainly contain a few short breaks. Make sure you have a short break between each study session. You need to set yourself a realistic goal within the time limit of your study session. You may wish to use it to check and expand lecture notes, to prepare coursework, to read a chapter in a textbook or read a scientific paper. Whatever your goal, do not try to do too much in one session.

Try to concentrate while you are studying. Concentration involves actively processing the material being presented. The length of time for which you can concentrate fully will vary, of course, but, unless you can concentrate, your study sessions will not be productive. If you are finding it hard to concentrate, then try switching to another subject. A short break may also restore your concentration. If you find you cannot concentrate any longer, then take it as a signal to stop studying and relax.

3.8 Reading Effectively.

Effective reading varies according to the material you are reading. In general, however, you can get the “gist” of a text without having to process every single word. With practice, you can increase your word span to five or six words, and increase your reading rate to several hundred words per minute. With course

materials it is almost certain that you will need to read them more than once to understand them. To gain an understanding of what you are reading you might, for example, first scan the text quickly to get a broad overview of what it contains. Then read it again more slowly, picking out the main facts and ideas and how they are developed. Finally read it again in detail.

You should aim to read with attention and comprehension, making sure you understand all the important concepts and, at the same time, carefully evaluating the material in the light of what you already know. This is the stage when you might find it helpful to make notes of the more important ideas and facts in the text and a summary of the key points.

3.9 Field Courses.

Degree courses in the Department of Animal & Plant Sciences may include either a compulsory or an optional field course. Field courses may be based in Sheffield or at other locations. Where field courses are based away from Sheffield accommodation will be arranged by the Department. In such cases you will be expected to make a contribution to the costs of accommodation and travel to and from the course. You will be told the costs associated with a field course at the Field Course Meeting. Where field courses are based in Sheffield you will be expected to provide your own accommodation. Wherever possible Sheffield-based field courses will be held in the first week or last week of a vacation. The degree course regulations for individual degree courses state whether a field course is compulsory or optional.

SECTION 4 RESPONSIBILITY FOR LEARNING

4.1 The Students' Charter.

University students are expected to take a large part of the responsibility for their own learning. This is a two-way process, however, and the University and its academic staff also have responsibilities. These responsibilities are listed in detail in the Students' Charter. You should read the Students' Charter and note your responsibilities. See <http://www.shef.ac.uk/ssid/ourcommitment/charter>.

4.2 Summary of Responsibilities.

The section below summarises the responsibilities of staff and students.

The Provision of Teaching.

You can expect us to:

- provide teaching that is authoritative, up-to-date, student-centred, well-planned and supported by appropriate materials.
- give you aims and objectives for modules and degree courses that will clearly indicate what is expected of you.
- use fair and efficient methods of assessment.
- provide accommodation and facilities that are fit for the purpose and in accordance with Health and Safety requirements.
- give you accurate information about courses, assessments and timetables.
- treat all students equally regardless of sex or ethnic background.

Your Responsibilities.

You will be expected to:

- attend all lectures, meetings with your project and dissertation supervisors, field courses and examinations that are a part of your degree course.
- arrive at all lectures and meetings punctually; late arrival not only indicates an inability on your part to organise your life, but is also disruptive and you might be turned away if you arrive late.
- hand in all course work on or before the specified deadline.
- read and note the information and guidance provided for you, and act on it accordingly.
- check carefully your registration details and report any errors or discrepancies immediately.
- ensure that proper procedures are followed when you wish to change registration details, e.g. address, module or degree course.
- do enough work to meet the requirements of your degree course.

4.3 How Much Work Is Enough?

During the course of an academic year you will take 120 credits of modules. According to University-wide guidelines, one credit is equivalent to ten hours work. A ten credit half-module would thus require a total of one hundred hours work. In total you are expected to undertake a minimum of 1,200 hours of study each academic year.

These workloads include all the work associated with a module, including time spent in preparing for examinations or other assessments. This is intended to be a general guide not a rigid prescription. If you are taking 60 credits in a semester you should expect to spend a minimum of thirty-six hours each week on your academic studies. Depending on your year of study and module choices the time that you will spend in lectures, workshops, seminars and meetings each week will vary but a typical average is about eight hours. This means that you should expect to spend at least an additional twenty eight hours each week on upgrading your lecture notes, working on your project or dissertation, reading appropriate books and scientific papers, completing course work and preparing for meetings with your project/dissertation supervisor.

Remember that thirty six hours each week is a **minimum**; you will need to do more than this sometimes especially in the period before examinations.

4.4 What Happens If You Do Not Do Enough Work?

The most obvious consequence of not doing enough work is that you are likely to fail the assessment for one or more modules. Read SECTION 12 on Examinations for more information about this.

Before you reach this stage, however, you might find yourself subject to the Progress of Students Regulations of the University.

These Regulations **require** you

- a) to attend punctually and regularly lectures and classes;
- b) to complete all written assignments, practical or other coursework;

- c) to attend all examinations.

In the Department of Animal & Plant Sciences attendance at lectures is not monitored. You would be foolish, however, to miss any lecture as the work involved in catching up is more than is involved in attending in the first place. Also you cannot expect to receive information about modules and courses that is given out at lectures if you do not attend. You are expected to attend all lectures.

It is **compulsory** for you to attend tutorials (your tutor will keep an attendance register). Failure to attend tutorials and complete the work associated with it will result in you being interviewed by the Year Tutor or Director of Teaching and may result in you being reported to Faculty for unsatisfactory performance. If you do not attend tutorials then you cannot pass the tutorial module – this will prevent you from proceeding to the next level of academic study.

It is also **compulsory** for you to attend practicals (an attendance register will be kept). Again, failure to attend practicals and complete the associated work will prevent you from proceeding to the next level of academic study. If you have not signed the attendance register then you will be recorded as absent. Work will **not** be accepted from students who have not signed the attendance register.

It is **compulsory** for you to perform project and dissertation work at levels 3 and 4. This work is assessed and used in the determination of your degree classification. If you do not complete and hand in this work you will receive a zero grade assessment.

The University Regulations allow a student to be reported to the Faculty for:

- a) failure to attend the programme of study for which the student has registered.
- b) failure to perform adequately the work of the course.
- c) failure to present at the times appointed such written work as may have been required.
- d) failure to pass an examination.

You can be reported to the Faculty at any time for unsatisfactory progress and the Faculty has the authority to expel you from the University.

4.5 What If You Are Ill or Need To Be Absent For Any Reason?

When you are absent from the University for relatively short periods of time, for instance, less than one week, or when any period of absence affects examinations or assessments you can use the **University Special Circumstances Form** (which can be obtained from the D Floor Departmental Office or online at <http://www.shef.ac.uk/ssid/forms/special>) to report your absence and any implications for your studies. This form must be signed by your Year Tutor.

These forms should be used for all periods of absence such as:

Medical circumstances (sickness, injury, surgery/hospitalisation etc.) which have resulted in a period of short or longer term absence and/or which have affected performance or examinations/ assessment.

Other personal circumstances which have resulted in a period of absence and/or which have affected performance or examinations/assessment, Examples include: personal/family problems, difficult events (e.g. bereavement), serious incidents (e.g. being affected by crime).

When you have been away due to illness you should always contact the member of staff responsible for work you have missed to see whether you need to catch up on any work. You should also inform your personal Tutor and Year Tutor.

If your illness or an emergency will result in a long absence you should contact **your relevant year tutor** to discuss this issue.

The golden rule is that if you are absent make sure that the appropriate members of staff know about it. For longer absences or any problems affecting examinations or assessment you should always email animal.plant@sheffield.ac.uk as soon as possible so that the department is aware of the problem.

4.6 Level 2, Level 3 and Level 4 - Submission of Coursework.

All coursework deadlines will usually be set at **12 noon on Wednesdays**¹.

Late penalties will be applied for work that is submitted after this deadline (see section 4.7). Penalties will be applied for work that is over-long (see section 4.8).

To submit coursework you should follow this series of steps.

- Complete your coursework and check it thoroughly.
- Calculate the word count (excluding references, figure legends and tables).
- Download a copy of the appropriate coursework coversheet from <https://sciencecoversheet.group.shef.ac.uk/>
- Look at the module description to see what should be submitted to the TurnItIn plagiarism detection system. Submit an electronic copy of your

¹Please note that due to the term dates of semester 1B the deadline for semester 1B modules has been set as Friday 16th December 2011.

coursework to TurnItIn via MOLE. You should keep a copy of the electronic receipt and enter the **paper ID** provided as part of this receipt onto the coversheet.

- Complete the coversheet for the appropriate Module, ensuring you include your TurnItIn ID Number and word count, print off and attach to your coursework (Please ensure a coversheet is attached to Lab books, etc)
- Post your coursework and completed coversheet into the black metal box in the Alfred Denny Building Foyer before the deadline.

Notes:

Work will not be accepted without a completed coversheet. This means that you must have submitted an electronic copy to TurnItIn before handing in the paper copy. Work submitted without the TurnItIn receipt number and word count on the coversheet will not be accepted and will be considered as a late submission.

The electronic copy must be identical to the paper copy (except for posters where only text is required). If your document exceeds the allowable size that can be accepted by the TurnItIn system then either remove the figures or convert the document to a PDF. If the electronic copy differs significantly from the paper copy this may be considered as the use of unfair means.

The word count must be accurate. You should use the word count feature in Word (or other word processor software) to provide the word count. If the actual word count is significantly longer than that entered on the cover sheet (and would be penalised as an overlong submission) then this may be considered as the use of unfair means.

4.7 Penalties for late submission of work

Where work has to be handed in for assessment, clear deadlines will be issued in either the Student Handbook or course handouts. Deadlines for submission of work will normally be set at mid-day on a Wednesday. Work should be handed in along with a front cover sheet (these can be printed off on the web page <https://sciencecoversheet.group.shef.ac.uk/>) to the metal box in the Alfred Denny Building Foyer.

Late submission will result in a deduction of 5% of the total mark awarded for each working dayⁱⁱ after the submission date.

Day late	Mark reduced by 5%	Mark Awarded When Reduced by 5% ⁱⁱⁱ	
	Multiply by	Original 60	Original 50
1	0.95	57	48
2	0.90	54	45
3	0.85	51	43
4	0.80	48	40
5	0.75	45	38

ⁱⁱ Working days includes working days within standard vacation times. For example, if a submission date falls on the last day before the start of the Easter vacation, penalties would start to be applied from the following working day and not from the first day following the vacation.

ⁱⁱⁱ Standard mathematical rounding rules are applied – e.g. 50.4 is rounded to 50, 50.5 is rounded to 51

The 5 working day deadline for late submission is absolute and any work submitted after the 5 working day period without a special dispensation will receive zero.

It is recognised that there could be circumstances, such as illness, where work cannot be handed in on time. Permission to hand work in late must be agreed in advance with the year tutor or, if they are not available, the Director of Teaching, **Dr Stephen Rolfe**. No other member of staff can give permission for the late handing in of work. You must complete an **Application for an Extension to the Deadline for Assessed Work** form which is available from the Departmental Office on D-floor. **If you need to contact the department urgently concerning late submission of work and are unable (for good reason) to come into the department then email animal.plant@sheffield.ac.uk immediately.**

Please note that only exceptional circumstances will be accepted as a reason for the late handing in of work. The inability to organise workloads, long printer queues or failure to back up data files and subsequent data loss will not be accepted as legitimate reasons to meet deadlines.

4.8 Penalties for overlong work

When a word limit has been given (e.g. 1500 words) then work will be considered over-long that exceeds this limit. The word count does not include the references at the end of the piece of work, figure legends or tables. It does include references within the main body of the text. Work that exceeds the word limit will have a penalty of 10% of the awarded mark deducted for every 10% that the word limit is exceeded. You should note that not all coursework has a word limit of 1500 words. Read the instructions given to you carefully.

You are required to write the word count on the coversheet that is submitted with the printed copy of the document. This must be accurate, within reason. However, if this word count is very inaccurate (e.g. someone enters 1500 words as the word count and has really submitted 2500 words) then this would be considered use of unfair means.

4.9 TurnItIn Submission

All coursework must be submitted electronically to the JISC TurnItIn system (accessed via MOLE) prior to the handing in deadline. Work which is not submitted to this system will be penalised according to the late submission penalties. The material that must be submitted to TurnItIn varies between modules and details are given under each module descriptions at the end of this handbook. If you have any problems with a submission to TurnItIn contact Professor Richard Leegood.

What is JISC?

JISC stands for the Joint Information Systems Committee. It is a national body funded by all the UK higher education councils. JISC runs an electronic submission system called 'TurnItIn' which provides a repository for student work which is used by many Universities in the UK. The JISC system provides an electronic system for the detection of plagiarism and collusion.

All tutorial essays at levels 1 and 2 and all coursework at level 3 and 4 must be submitted via JISC. The JISC site at http://www.submit.ac.uk/static_jisc/ac_uk_training.html provides training videos

and user manuals. The key information you need is described below but look at this site if you have any further questions (e.g. concerning copyright ownership etc).

To submit a document

Make sure that your work is completed and checked thoroughly. The version submitted to TurnItIn must be identical to the hard copy submitted to the office. Make sure you know where the file has been saved and that you are submitting the right version to the correct module. Check the size of the document. TurnItIn will not accept files larger than 20 Mb which can be exceeded if you have incorporated many graphics (convert the file to a PDF and submit this if this is the case).



Log into MOLE and click on the relevant module. A TurnItIn tool should be present where you can submit your work. Follow the instructions onscreen.

Make sure that you keep a note of the digital receipt.

What will the electronic version be used for?

- The JISC TurnItIn system produces an originality report by comparing the work submitted to the system against a database of other written work which have been submitted and information available via the Internet.
- The originality reports will be reviewed by the Examinations Officer
- The bibliography and reference lists will be excluded from the analysis
- If there are concerns, the Examinations Officer will investigate and discuss with the relevant member of staff.
- If there is a problem, you will be interviewed so that you can put forward your views.

It is important to note that, at all stages, decisions about student work will be made by the Department of Animal and Plant Sciences in accordance with the University of Sheffield guidelines.

How can I avoid plagiarism?

Your personal tutor will explain this to you in level 1 and 2 tutorials. Our aim is to help you to reference material correctly and avoid plagiarism (collusion is copying from someone else - you should already know not to do this!). The penalties for plagiarism and collusion are severe.

The library has produced an excellent online guide available at

https://librarydevelopment.group.shef.ac.uk/shef-only/info_skills/Plagiarism/contents.html

Read, Learn, Assimilate And Understand

Most cases of plagiarism occur because a student has not really understood what they have read. If you have not understood something, it is impossible to write it in your own words. It also means that you cannot combine information from different sources - this synthetic element is an essential component of the assessment.

Cite Your Sources Of Information

Proper referencing is essential. When you are reading a paper, make notes in your own words. If you copy out sections of a paper directly, you may inadvertently use the text unaltered in your work. Keep a note of where the information came from so that you can cite it properly.

You can place text in quotation marks (and cite it) if you wish to quote a small amount of text directly (perhaps the conclusions from a report or a key phrase from a landmark paper).

The library has an excellent online guide specifically for scientific writing at:

http://www.librarydevelopment.group.shef.ac.uk/shef-only/referencing/aps_harvard.html

Frequently Asked Questions

How is the originality report used? The originality report is used as a tool to detect plagiarism and collusion. However the system is not automatic. All originality reports will be reviewed by the examinations team. If a potential problem is identified, this will be discussed with the relevant member of staff. At level 1 and 2, if you have plagiarised work accidentally, your tutor will discuss this with you and ask you to repeat the assessment (to use a football analogy – this is a yellow card). If you plagiarise work again then you will fail the module (red card) and be reported to the year tutor. At level 3/4 there is no warning system and plagiarised work will automatically be awarded a 0. For repeat offences students will be referred to the University Disciplinary Panel who may award a fail grade for the entire module or expel students from the University.

Can I see the originality report? No, not normally, but if there is a problem your tutor/examinations officer will show it to you and discuss it with you.

I quoted a paragraph from a report in my essay. Will this be classed as plagiarism? No. The Originality report will indicate that this section has been copied verbatim, but if it is placed in quotation marks and referenced, this is not

plagiarism. All decisions are made by academic members of staff - it is not an automatic system.

What format should I use for uploading my coursework? Microsoft Word is the most sensible format (although many other formats are also recognised). For large pieces of work use PDF.

My essay has pictures which I have hand-drawn or photocopied into the printed version. How do I deal with this in the electronic submission? The TurnItIn system only looks at text. You don't need to remove images from your uploaded file, but these will be ignored. The printed version that you hand in to the departmental office is the definitive version that will be marked. If the document is too large because of embedded images, use the PDF format.

I uploaded the wrong file and cannot delete it from the system. What do I do? Simply re-submit the piece of work again to the same slot (providing this is before the submission deadline). If after the deadline contact Prof Richard Leegood.

My file is too large to upload. Either remove a couple of images or convert the file to a PDF document. The managed desktop system has software which enables you to do this and Word 2007 can save a file directly as a PDF.

My tutor has asked me to submit a draft of the essay first. Where should I submit this, and the final copy? Both the draft, and the final copy, should be submitted in the same assignment. It is highly likely that text in the draft version will appear in the final version.

What about other tutorial work (e.g. abstracts, data interpretation exercises etc)?

You only need to submit tutorial essays and coursework to the TurnItIn system. Check the module descriptions to see what is required.

4.10 Feedback.

You will receive feedback on your performance at numerous times throughout your studies. However, it is your responsibility to take advantage of the opportunities available to you and to act on the advice given. Details of feedback for each module are provided in the module descriptions.

At levels 1 and 2 you will receive feedback from your *personal tutor* on work that you undertake as part of the tutorial modules. You can also write practice examination questions using past papers (available online) and ask your tutor to provide feedback on these. At levels 3 and 4 you will receive feedback from your *project/dissertation supervisor*. This feedback may be verbal (e.g. a discussion of an experimental plan that you have proposed) or written (comments on work that you have submitted for feedback). However, you can only receive feedback on work that you have submitted! For project/dissertation work there are deadlines after which your supervisor can no longer provide feedback and limits (25%) of the amount that they can review. It is your responsibility to ensure that you have submitted work for comment at intervals and well in advance of these deadlines.

Most level 1 APS lecture modules have compulsory self-assessment tests that you must complete online (via MOLE). These will provide feedback on your

understanding of the course. In addition you will receive a summary of your performance in level 1 multiple choice examinations after the Autumn examination results are available. Other modules (e.g. APS132 Skills for Biologists 1) have additional assessments that will provide feedback. You will also receive feedback on practical classes.

At levels 2 and 3 you will be given the grades you obtained for field course work at an early stage to enable you to judge your progress. You will also receive feedback on your performance in coursework submitted in semester 1A and semester 2A before the end of the teaching semester whenever possible.

The grades you obtain in examinations will give you the clearest idea of your progress. You will obtain the results of your Autumn Semester examinations in February and after the results are published you will have the opportunity to discuss these with your personal Tutor. This will include the opportunity to see your marked examination answers. However, it is your responsibility to arrange these meetings after the results have been released (you will receive an email telling you when the scripts are available).

It must be emphasised that most methods of giving feedback on your progress depend on your input. If you are not willing to make an effort, then you will not be able to get feedback. Adequate methods exist to give you feedback. It is your responsibility to use them.

SECTION 5 THE ACADEMIC YEAR, MODULES AND CREDITS

5.1 The Academic Year.

The academic year consists of thirty weeks divided into two semesters each of fifteen weeks. The Autumn Semester starts in late September and consists of twelve teaching weeks before Christmas and a three-week examination period after the Christmas Vacation when the modules taken during the semester are assessed. The Spring Semester starts immediately after this examination period and consists of twelve teaching weeks broken into two blocks one before and one after the Easter Vacation. The second Semester concludes with a three-week assessment period when the modules taken in this semester are assessed.

The dates of semesters for the next two years are:

Session 2011-2012

Autumn Semester: 26 September to 17 December 2011
16 January to 4 February 2012
(Christmas Vacation: 18 December to 15 January)

Spring Semester: 6 February to 31 March 2012
23 April to 9 June 2012
(Easter Vacation: 1 April to 22 April)

Session 2012-2013

Autumn Semester: 24 September to 15 December 2012
14 January to 2 February 2013

(Christmas Vacation: 16 December to 13 January)

Spring Semester: 4 February to 16 March 2013

8 April to 8 June 2013

(Easter Vacation: 17 March to 7 April)

5.2 Modular Degree Structures and Credits.

All degree courses in the University have a common modular structure (except Medical and Dental degrees). A module is a unit in a degree course that is contained within one semester and is assigned a value of 20 credits. In the Department of Animal and Plant Sciences most lecture-course units are half-modules assigned a value of 10 credits and run within either the first or the second six weeks of a semester. Tutorial modules run throughout the academic year whilst project and dissertation modules (which are assigned a value of 20 credits) extend over the whole semester. The Undergraduate Ambassador Scheme (20 credits) runs over the whole year through both semesters.

To obtain a degree you must take modules or half-modules to a value of not fewer than 120 credits in each academic year. In each semester, modules to a value of at least 40 credits must be taken. However, unless there are exceptional circumstances, you will be required to take a minimum of 50 credits in a semester to ensure that your work load is balanced.

Each degree course has a structure prescribed by University Regulations. Details of the structure of each degree course in the Department of Animal & Plant Sciences

is given in SECTION 15. In each year you will be required to take certain modules or half-modules - these are called **compulsory modules**. Other modules or half-modules you will choose from a list specific to your degree course - these are called **approved modules**. Some of our degree courses also have some **unrestricted modules** - these you can choose from anywhere in the University, subject to timetable compatibility and departmental approval.

You must pass all compulsory modules and sufficient approved modules to fulfil the requirements of your degree course before you can proceed to the next level of study.

Some modules have prerequisites. This means that you must have taken another module before you will be allowed to take the module in question. Prerequisites usually consist of module(s) at a lower level, but can be at the same level.

5.3 Years and Levels.

You will find in University Regulations that "first, second, third and fourth years" are terms no longer used. Rather the terms Level 1, Level 2, Level 3 and Level 4 are used. This reflects the fact that a modular degree structure is flexible, and it is possible for part-time students to take longer than one academic year to gain 120 credits. For full-time students a Level is identical to an academic year.

Each half-module or module is identified by a prefix that indicates the academic department providing the teaching, and a three number suffix that indicates its level and identification. APS 119 is thus a Level 1 half-module taught by the Department of Animal & Plant Sciences. BMS 307 is a Level 3 half-module taught by

the Department of Biomedical Science, and so on. The credit value will indicate whether a unit is a module (20 credits) or a half-module (10 credits).

5.4 Registration for Modules.

Between levels 1 & 2 and levels 2 & 3 you will undertake Online Module Registration during semester 2 to register for your modules for the following year.

5.5 Changing Your Module Registration.

Students may add or drop modules in the first two weeks of each semester. In addition, students may add or drop APS modules, in the first week of the second half of each semester (i.e. at the start of semester 1B and 2B). **Modules may not be dropped retrospectively.** You should see your Year Tutor if you wish to change your registration in anyway. It must be stressed that if you do not follow the correct procedure for changing your registration you will not be allowed to attend or be assessed in any module or half module for which you are not correctly registered. **It is your responsibility to check your record to ensure that you are registered for the correct modules.**

5.6 Further Information.

The full text of the General Regulations of the University and the University Examination Regulations can be found in the University Undergraduate Student Handbook or on the web. For information on the web go to the University Home Page, then click on [Current Students](#). This will give you the home page of the [Student Services Information Desk](#) where you will find a number of headings. Click on any of these headings for full information.

SECTION 6 HOW YOU CAN INFLUENCE THINGS

A two-way flow of information is essential if the Department is to run effectively. We shall do our best to ensure that you receive all the information you need, but we also need to know what you are thinking. There are several channels of communication within the Department of varying degrees of formality.

6.1 The Staff-Student Committee.

The Staff-Student Committee is an integral part of the formal management of the Department. It ensures a channel of communication between undergraduate students and the departmental committee structure. It is a joint Committee of students and academic staff. Student members are elected at the beginning of each academic year. Student members do not represent particular degree courses, but the student body as a whole in each year. The number of student representatives is not rigidly fixed; usually there are about eight to ten student members. A staff member who is a member of the Teaching Committee is appointed by the Head of the Department.

The terms of reference of the Staff-Student Committee are:

- To consider the form and timing of student evaluation of courses, together with the results from previous years (and any necessary action arising from these) at the end and beginning of each session.
- To consider any changes to courses and assessments.
- To consider issues raised by students and/or the Department relating to course content, design and delivery; assessment; tutorials; projects and dissertations; field courses; library, IT and other facilities.

- To be involved in departmental quality assurance procedures, receiving reports from (and reporting to) other relevant department committees as appropriate.

The student members of the Committee elect one of their members to attend Departmental Staff Meetings.

Matters that require further discussion within the Department are referred to the Teaching Committee or a Staff Meeting.

6.2 Student Questionnaires.

The Department of Animal & Plant Sciences has a system of student evaluation of courses by questionnaire. This operates at three levels: the module, the course year and the degree course. Towards the end of each module an evaluation questionnaire will be provided for completion. At the end of the first and second years a questionnaire on aspects of the whole year is used, and at the end of the third year a questionnaire on the entire three years of the degree course is used. Although specific questions are asked, there is also ample opportunity on the questionnaire to express your opinions on matters not covered by the questions. The results of questionnaires are presented to the Staff-Student Committee, The Teaching Committee and to a Departmental Staff Meeting. Module co-ordinators also receive the results of the questionnaire for their own module. Action taken as a result of the questionnaires is monitored by the Teaching Committee and the Head of the Department.

6.3 Tutorials.

Tutorials provide an excellent informal opportunity to give feedback on teaching. It is always helpful to hear of the good things that happen as well as the problems!

6.4 Individual Lecturers.

Individual lecturers will always be happy to hear comments from you directly, particularly if you can provide constructive criticism.

6.5 Director of Teaching/Examinations Officer

The Director of Teaching (**Dr Stephen Rolfe**) or the Examinations Officer (**Professor Richard Leegood**) will always see you to discuss any aspect of teaching or assessment.

We hope that these varied channels of communication will ensure a complete two-way flow of information and ideas.

6.6 Union Links.

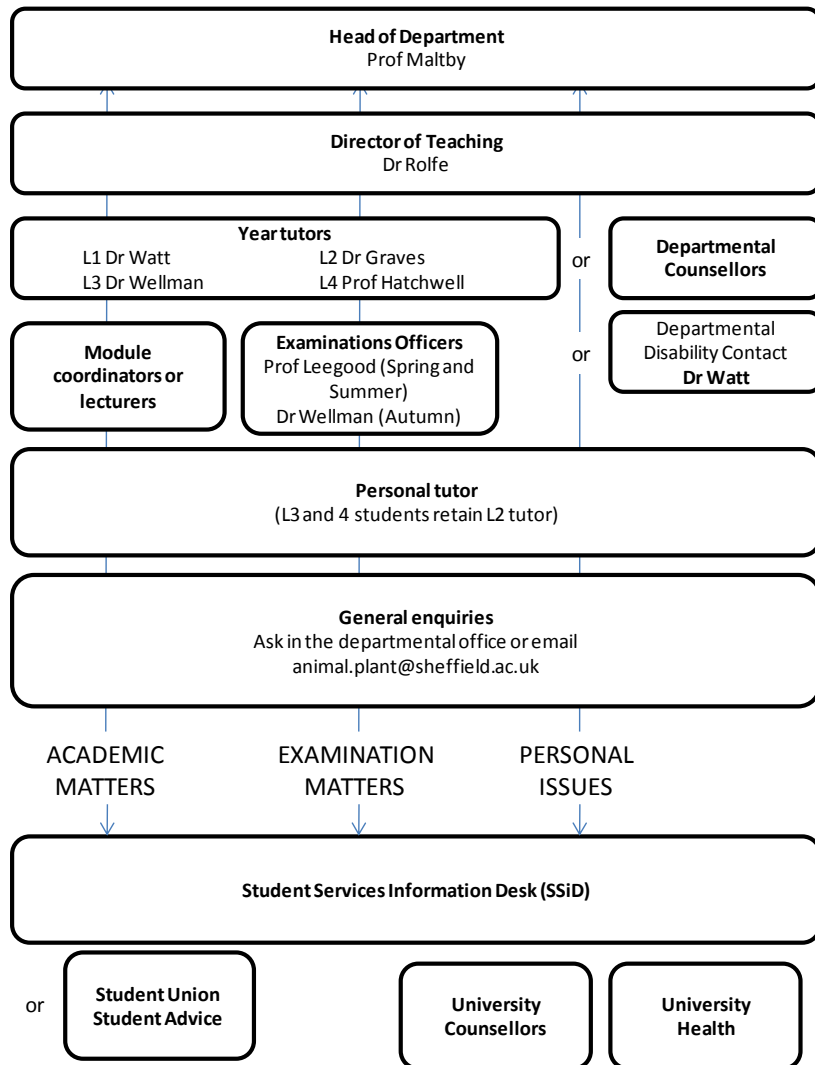
There is one student in every department different to the rest! They are a Union Link. Union Links are students hired and paid by the Students' Union to communicate issues between your department and the Union. There is one Union Link in each department.

Union Links are working behind the scenes to make sure that student representation is effective in your department. For example, Union Links support Course Reps by making sure they get a copy of the Union produced 'Course Rep Handbook' and are invited to Union-led Course Rep training sessions.

Union Links sit in your departments Staff-student Committee and relate important academic and welfare issues back to the Union and vice-versa. They make sure that you and your course mates in your department are represented at the Union.

For more information on what a Union Link is, or details on how you could be a Union Link, contact unionlinks@shef.ac.uk.

SECTION 7 SEEKING HELP



During your undergraduate course you might need help with either academic or personal matters. The Department of Animal & Plant Sciences and the University have a variety of mechanisms to help you. In addition to the section below you should also consult the Undergraduate Student Handbook which was given to you when you first registered in the University.

This diagram should help you decide who to approach for help.

It is not possible to account for all eventualities but the most important thing is to talk to someone if you are having problems. The department is here to help, but generally you need to make the first move. Please make sure that you have consulted the handbook and the APS web pages first if your question is a simple one. All general enquiries should be made via the APS Departmental Office (on D floor) or via email to animal.plant@sheffield.ac.uk.

It is better to send your email to this address as individual staff may be away at any particular time and your request can be directed to the most appropriate individual. Obviously this route is not appropriate for personal issues where you may wish to approach a specific member of staff directly.

7.1 Academic Matters.

If you have problems with the work concerned with a particular module you should speak to the member of staff concerned. Academic staff will always help with academic problems. You can also speak to your tutor, but you should remember that your tutor will not be an expert in all the areas of your degree course. If you

have problems about the organisation of teaching or assessments you should see **the relevant year tutor (See section 1.4).**

7.2 Educational Support Requirement.

Student Support and Guidance offers support to students with varying disabilities. This could include dyslexia, mental health, Crohn's disease, epilepsy and mobility impairment etc. If you feel you would benefit from this extra support you should complete the Educational Support Requirement form. You can also talk to **Dr Penny Watt** (Departmental Disability Contact) or contact the Student Services Information Desk ([SSiD](#)) or Disability and Dyslexia Support Service ([DDSS](#)) direct.

7.3 Dyslexia and other written communication difficulties

The University tries hard to ensure that exams and assessments do not discriminate against disabled and dyslexic students. The University operates a scheme where all students with written communication difficulties, such as specific learning difficulties, hearing impairments and Asperger syndrome, should be given the option to affix a sticker to each piece of their assessed work. If you would like to opt into the sticker system, please discuss this with your Disability Adviser (Dr Penny Watt) or call in to the Hillsborough Centre.

What are the stickers for? You will be provided with stickers to put on your work, to let the marker know that it was produced by a student with written communication difficulties. Your work will not be marked differently because of the sticker. The stickers alert markers to your difficulty and help them to provide you with useful feedback.

What do the stickers look like? The yellow and black stickers contain your registration number, and a link to information for markers on accessible assessment and feedback. You will be provided with a sheet of 12 stickers which you can use for your work.

What pieces of work can I put my stickers on? You can put your stickers on both coursework and exams. It is your responsibility to remember to bring stickers with you when you hand in coursework or sit an exam. Spare stickers will not be made available if you forget yours when handing in coursework or sitting exams.

Exams: You will need to fix your sticker to the front of your written script, where you have folded over the corner of the paper which contains your name. Invigilators should be able to advise you about the correct place to put the sticker if you are unsure.

Coursework: Place your stickers on the coversheet of the hard copy submitted to the departmental office.

How do I get my stickers? You will need to come to the Disability & Dyslexia Support Service at the Hillsborough Centre in the Alfred Denny Building to pick up your stickers. You do not need to make an appointment. Please make sure you bring your Ucard with you when you collect them.

Who can use my stickers? The stickers contain your Ucard number and can only be used by you. When you hand in your coursework or sit an exam, your Ucard number will be checked against the number on your sticker. Any misuse or defacing of stickers will be treated as a serious matter.

What if I do not want to use stickers? It is up to you whether you want to identify your work with a sticker. If you do not wish to take part in the sticker system, simply do not put them on your work.

What if I run out of stickers? You should contact the Disability and Dyslexia Support Service either in person or via email (disability.info@shef.ac.uk) to request more stickers.

7.4 University policy on fair assessment

The University's approach to fair assessments requires that the department

- design assessment tasks to ensure that they are as accessible as possible;
- use a range of assessment methods (e.g. coursework, exams, and presentations), wherever appropriate;
- provide feedback on assessments, to assist you in developing your academic skills and abilities;
- consider requests from students for reasonable adjustments or alternative assessments, in cases where students feel that the standard assessment method may unfairly disadvantage them.

Please contact Dr Penny Watt or the Disability and Dyslexia Support Service if you have any questions about the stickers.

7.5 Personal Matters.

If you have personal problems you can seek help in a variety of ways. First, if you just want to talk over your problems you might do this with your tutor. This will, of course, depend on how well you think you know your tutor. Other members of staff in the Department who have particular expertise in helping students with

personal problems are **Professor Lorraine Maltby, Professor Julie Scholes** and **Dr Penny Watt**. These members of staff will talk to you on an informal and confidential basis.

Second, if you feel you need professional help the University Counselling Service is available. The Counselling Service is situated on Wilkinson Street (telephone 222 4134, or internal extension 24134). You will need to make an appointment to see one of the counsellors. It is important to stress that counsellors are bound by the rules of confidentiality. Information about what has been confided in a counselling session cannot be divulged except with your freely given permission.

Third, personal problems sometimes require medical help. If this is so you should not hesitate to contact the University Health Service at 53 Gell Street (telephone 222 2100 or internal extension 22100) if you are registered with them, or your General Medical Practitioner. Again the rules of confidentiality apply and information will not be divulged without your consent.

Fourth, if you have problems concerning money, rights and welfare or housing the Students' Advice Centre in the Students' Union has a team of professional advisors who are available to help on an individual basis. The Centre also produces a variety of leaflets.

Students Services have a section which deals specifically with critical support providing help and support for students and their families affected by serious incidents. All student services support sections can be accessed via the web site at <http://www.shef.ac.uk/ssid/welfare/signposts>.

7.6 Complaints.

The University has formulated procedures for making complaints; whether about the delivery and quality of services received, or about the delivery and quality of teaching, tutorial/supervisory provision or any other matters relating to a programme of study. Please note that there are separate procedures for dealing with complaints of personal harassment. These are set out in a leaflet 'Harassment: Policy and Procedures'. There are also separate procedures for appeals against decisions of examiners or Faculty Boards (see section 12.16). Special procedures may also apply for handling other specific complaints, for example, statutory NHS complaints procedures, and Housing Services procedures relating to housing contracts.

Most difficulties can be resolved at an early stage by talking with the individual(s) most concerned with the issue at the local level.

If you believe that you have cause to make a complaint about the way a matter has been handled, or about the delivery or provision of service received from a department or service, you may wish to raise the matter with your personal tutor or **relevant year tutor**, or with the Head of the Department, **Professor Lorraine Maltby** or the Head of the Service concerned.

If you are still not satisfied with the way that the matter has been resolved, then you may seek to take it further. In that case, you should make a written complaint to the Head of the Department or Service concerned, giving clear details of the nature of the continuing problem. This written complaint will then be considered formally by the appropriate Head. After consultation as necessary, the Head of

Department or Service will provide a written response to the complaint, indicating action to be taken, where appropriate.

You can expect a written response to a formal complaint within 10 working days of it being submitted. Where this is not possible, you will be informed in writing of progress in consideration of the complaint.

You can expect to be given the reason, if the complaint is not upheld. If the problem remains unresolved to your satisfaction, or your complaint relates to the Head of Department or Service personally, then you should write formally to the Registrar and Secretary. If the complaint concerns an academic matter, the Registrar and Secretary will refer it to the Dean of the appropriate faculty: other matters will be dealt with by the Registrar and Secretary himself. A final written response will normally be given within 28 days of receipt of your formal letter of complaint.

Without breaching confidentiality, complaints and responses given to the issues involved will be monitored by the Head of the appropriate Department or Service.

Note: These procedures do not affect your legal rights in any way, nor the statutory power of the University Council to entertain grievances.

7.7 Personal Harassment.

The University has defined personal harassment as any form of behaviour which is unacceptable to the recipient and which creates an intimidating, hostile, or offensive environment for employment, study or social life. It may consist of behaviour taking place over a period of time or a single incident, but in all cases it

involves an unwanted, unwelcome or uninvited act which makes the recipient feel uncomfortable, embarrassed, unsafe or frightened.

The most common forms of harassment are sexual, which involves unwanted sexual attention, and racial, which is a form of racial discrimination. Harassment can also involve a variety of other aspects including sexual orientation, religious or political convictions, age, disability or real or suspected infection with HIV/AIDS.

7.8 What You Should Do if You Are The Victim of Personal Harassment.

Any student who suffers from harassment from any other individual will have the support of the Department of Animal & Plant Sciences and the University.

If you feel that you are suffering from harassment you should first of all adopt an informal procedure by if at all possible making it clear to the person causing offence that such behaviour is unacceptable to you. Sometimes this will immediately stop harassment because the person against whom you have a complaint may be unaware that his/her behaviour is unacceptable, or it may happen that his/her words or actions have been misinterpreted. In such cases the misinterpretation needs to be cleared up quickly. You may wish to seek help or advice from a friend or from the Students' Union. You can also always seek help and advice from **Professor Lorraine Maltby**, **Professor Julie Scholes** or **Dr Penny Watt**.

If the harassment continues or is of a more serious nature you should then institute a formal procedure by seeking a confidential interview with the Head of the Department, **Professor Lorraine Maltby**. They will listen to you in confidence and

give you advice on how to proceed in implementing the University's grievance procedure. You may wish to be accompanied at such an interview by a friend or a representative from the Students' Union.

7.9 Careers Service.

This University is nationally recognised to have one of the best Careers Services in the country. It is located at 388 Glossop Road, close to the Students' Union Building and has several advisors who will be able to discuss any aspect of your career, from helping you make a start on considering career options through to practical tips on job hunting, applications and interviews. Staff can also provide advice on improving your future job prospects through work experience and activities to develop your personal skills. Appointments with advisors can be made at the Careers Service or by telephoning 0114 222 0910. Alison Clay is one of the advisors who has a special interest in biological and environmental sciences. The Careers Service has a resource centre and comprehensive website, www.shef.ac.uk/careers/students, which provides a wealth of careers information as well as access to a popular email enquiry service. The website is often a good starting point if you want to find out more about how the Careers Service can help you, right from the start of your time at University.

In addition the Careers Service runs an extensive programme of events to bring employers onto campus, including: presentations by employers about their organisation; seminars and workshops run by employers to help students find out more about occupations and jobs on offer; plus recruitment and information fairs. Full details of these are publicised to student through Careers Noticeboards in the

department, regular e-mails, via the Careers Service and departmental websites, and within lectures. The Careers Service website also has its online 'myVacancies' service where you can find out about current and forthcoming vacancies for graduate jobs and work experience. For those wishing to explore opportunities in another country the website has a comprehensive section on '[myInternational career](#)'.

Within the APS department careers information seminars are presented to 1st, 2nd, 3rd and 4th year students in conjunction with the Careers Service. The department maintains a careers noticeboard on C-floor of the Alfred Denny building that displays current Careers Service notices. **The Department Careers Officer** is responsible for departmental liaison with the Careers Service and can be consulted for advice. Advice on careers in research can be sought from your tutor.

Please consult your University Undergraduate Student Handbook for further information or go directly to www.shef.ac.uk/careers/students

7.10 Nightline.

Nightline is the University of Sheffield's confidential listening and information telephone service. It is run by trained student volunteers, and operates from 8pm until 8am every night during term time. It offers students everything from the phone number of a twenty-four hour taxi company, to exam dates, times and locations, and information about every issue that can be encountered within student life. It provides a vital support network for all students, so whatever you need to say, Nightline is listening, and our service can be called free from phones in

Halls of Residence. If you think you would like to volunteer for Nightline, contact nightline@shef.ac.uk for more information.

7.11 Developing your writing skills.

During the academic year 2011-2012 the Department of Animal and Plant Sciences will be hosting a writer in residence, **Fiona Shaw** whose role is to help members of the Department (undergraduates through to staff) develop and enhance their writing skills.

Fiona Shaw is available during term-time to advise, on a one-to-one basis, students and staff in the Plant and Animal Sciences Department on any aspects of their writing, whether it be essays, reports, dissertations or other written work.

She offers constructive tutorials of up to an hour about any aspect of your writing that you want to discuss.

Fiona can be found in Room C202A. This is on C Floor of the Alfred Denny Building and will be available on Wednesdays and Thursdays.

To book an appointment: Email: f.shaw@sheffield.ac.uk or telephone: 0114 2220133. The sessions are confidential, independent of the university, and designed to help. All students are welcome. Fiona's residency is supported by the Royal Literary Fund.

Essay Writing Guide for Undergraduates: The Royal Literary Fund's online guide: www.rlf.org.uk/fellowshipscheme/writing.

SECTION 8 HEALTH AND SAFETY

The Departmental Code of Practice for Health and Safety outlines the procedures appropriate to the Department of Animal & Plant Sciences. In order to ensure a safe environment for all who work in the Department, please familiarise yourself with this Code. Copies are available from the Departmental Office, if you have not already received one. The Departmental Safety Officer is **Professor Richard Leegood**.

8.1 The Individual Role.

By law, everyone has a safety responsibility. It is important that all persons appreciate the extent of this responsibility. Every person has the responsibility for the health and safety of himself/herself and of all other persons who may be affected by his/her acts or omissions.

8.2 Laboratories.

All laboratories are potentially dangerous. It is essential that you follow the safety instructions given to you. You must always wear a laboratory coat and other protective clothing where necessary. You will be refused entry to any teaching laboratory if you are not wearing a laboratory coat. Eating and drinking in laboratory areas is strictly forbidden at all times.

8.3 Fire Drills and Evacuation Procedures.

Fire drills are held throughout the University during the first part of the first semester, so that you may become aware of the evacuation procedures in the

event of an emergency. The fire alarm consists of a distinctive high-pitched sound. Please note that the fire alarms are tested at 11.00am on every Tuesday; but on these occasions the alarm sounds intermittently and no action is required, if the alarm is less than 1 minute, this will be a test, but if the alarm lasts longer then this is a real Fire Alarm, and the procedure below must be followed.

A CONTINUOUS SOUNDING ALARM WARNS YOU TO LEAVE THE BUILDING IMMEDIATELY

EVACUATE THE BUILDING BY THE NEAREST EXIT.

GET WELL AWAY FROM THE BUILDING, WINDOWS MAY BLOW OUT CAUSING INJURY TO ANYONE IN THE VICINITY.

DO NOT OBSTRUCT ENTRANCES.

ASSEMBLE ON THE CONCOURSE.

Anyone discovering a fire must:

- call the Fire Service by telephoning **4444** on a University internal telephone.
- warn others by shouting "Fire".
- only if it is safe to do so, should the fire be tackled with an appropriate extinguisher.
- if the fire is to be left, all doors must be closed to prevent its spread.

8.4 Accident Procedures.

In the event of illness or injury where medical attention is required arrangements should be made for the injured person to be sent directly to a hospital Accident and

Emergency Department. This can be done by dialling **4444** on any internal telephone (24 hour service). Do **not** dial 999. Where possible, a qualified First Aider should be called to take charge of the situation and give appropriate treatment until the person receives medical help. A list of qualified First Aiders can be found in each First Aid Box in the Teaching Laboratories.

The Northern General Hospital Accident and Emergency Department is open 24 hours a day, seven days a week.

Minor injuries can be treated in the Royal Hallamshire Hospital between 9.00am and 5.00pm.

8.5 First Aid.

For minor injuries where first aid is all that is required, First Aid Boxes are situated in Teaching Laboratories and appointed first aiders can be contacted for assistance. These people are **Hazel Basford** (ex. 20077), **Maggi Killion** (ex. 20045) and **Linda Dulley** (ex. 20056).

8.6 Working Hours.

The normal working hours of the Department are Monday-Friday 8.00 am - 6.00 pm. The doors to the building are locked at other times. Work outside normal working hours is not permitted except in EXCEPTIONAL circumstances and by prior arrangement with an academic staff supervisor and the agreement of the Head of Department. The supervisor must also be present in the area when out of hours work is being carried out.

8.7 Smoking

THE UNIVERSITY IS A NO SMOKING AREA. SMOKING IS PROHIBITED IN ALL UNIVERSITY BUILDINGS.

SECTION 9 GOOD LABORATORY PRACTICE FOR UNDERGRADUATE STUDENTS

The following instructions apply to all practicals and project work, including field courses.

9.1 General Conduct in Laboratories.

- No smoking, eating or drinking.
- Laboratory coats are to be worn at all times in the laboratory but must **not** be worn in common rooms etc. where food and drink are consumed.
- Avoid cluttering up laboratories (especially research labs and any benches.) with coats and bags.
- Use fume cupboards or personal protective equipment (gloves, goggles etc.) when advised to do so by a supervisor, or as specified on the COSHH (Control of Substances Hazardous to Health) assessment which will be provided if the work involves the use of hazardous chemicals.
- If unsure how to use unfamiliar equipment ask your supervisor or a technician; observe notices carrying instructions or warnings.
- Project students should plan their work so that it can be carried out during normal working hours. Avoid working alone.
- Keep your work within the bench area allotted. Do not leave equipment such as pH meters, laminar flow cabinets, fume cupboards etc. in an untidy state: **CLEAN ALL EQUIPMENT - INCLUDING BALANCES - IMMEDIATELY AFTER USE.**
- Remember: you are responsible for clearing up after yourself.

9.2 Use of Apparatus.

- No mouth pipetting: use filling devices (rubber bulbs, Pi-pumps) or transfer pipettes (e.g. Gilson, Oxford).
- Empty and rinse glassware as soon as possible after use and remove to the designated location for collection for washing.

- Pay particular attention to removal of corrosive or toxic chemicals, plant material, soil, agar etc. (see "Disposal" below).
- Make sure all chemicals and media are clearly and unambiguously labelled. COSHH pictograms should be used where appropriate (refer to COSHH assessment).
- Do not attempt to modify or repair any electrical items. Do not use electrical items near water (e.g. in greenhouses or field sites) unless these have been explicitly approved for use by your supervisor.

9.3 Spillages.

Clean up spillages immediately using the appropriate procedure e.g.

- liquids: mop with cloth or paper towel: do not try to suck them up using pipettes etc.
- strong acids and alkalis: contact a member of the Technical staff urgently.
- solid chemicals: wipe with damp cloth or paper towel. (Balance pans can in most cases be removed for cleaning).

Do not deal with spills of dusts or other solid chemicals by brushing or blowing: this increases the risk from hazardous materials.

N.B. Do not put paper towels used for cleaning up chemical spillages into waste paper bins where cleaning staff could come into contact with harmful substances: use the black waste sacks provided.

9.4 Disposal.

Please discuss any Waste Disposal (other than 'domestic' waste) with a member of the technical staff.

SECTION 10 LIBRARY FACILITIES

The Library is here to support you in your studies. There is a wealth of material available; over 1,400,000 printed volumes and an extensive range of electronic resources including subject databases, ebooks and ejournals. All our e-resources are accessible through MUSE from anywhere via the internet. For a general introduction to using the library go along to the drop-in sessions running in the Information Commons throughout Induction Week. See the library web pages <http://www.shef.ac.uk/library> in September for details.

The University of Sheffield Library has four sites: the Information Commons which contains most of the undergraduate materials in all subject areas, Western Bank Library (adjacent to the Arts Tower), which contains biology, physics, chemistry and mathematics research books and journals, St George's Library (Mappin Street), which contains materials on engineering and computer science and the Health Sciences Libraries which contain the clinical collections (Royal Hallamshire Hospital and the Northern General Hospital).

10.1 Finding information about the Library services.

The best way to get up to date information about the Library is by using the library web pages <http://www.shef.ac.uk/library>. These cover everything you need to know including opening hours, how to borrow material, details of electronic resources and a link to the library catalogue. You can also pick up a printed guide from any of the library sites.

10.2 Access and general rules.

To access the University Library you must have your UCARD with you. For details of opening hours at all sites go to:

<http://www.shef.ac.uk/library/libsites/opengen.html>

Please remember that Library materials are expensive, and resources are limited. Books and journals are sometimes in heavy demand, but many of the difficulties can be reduced if everyone behaves in a responsible and considerate way to maximise access. Try to keep books out just for the time you need them, don't leave them sitting in a corner doing nothing. There should be reference copies of most of your key texts in the Information Commons which you can consult if all the loanable copies have already been taken out. Please replace books you use in the library on the holding areas at the end of the shelves so staff can re-shelve them quickly and easily.

MUSE, the University of Sheffield portal, gives you personalised access to the University's online resources. From the Library tab in MUSE, you can:

- find and request the books you need
- renew your library loans and pay any charges you may have incurred
- see your reading lists
- access electronic resources, such as ejournals, ebooks, subject databases
- search Google Scholar
- use the Science tutorials in the Information Skills Resource to learn how to search for information effectively, and use references correctly

10.3 Finding books and journals.

Information about books and journals can be found in the library catalogue, accessible from any computer with internet access. The catalogue is straightforward to use and will tell you whether material is held by the Library, where to find it (the location and shelfmark) and whether or not it is already on loan. If it is already on loan you can request it and you'll be emailed when it's ready for collection.

Books and journals may be searched for separately. When you reach the screen where you type in the terms you want to look for (author name, title etc) you can specify whether to search in the *Full catalogue* (for books and journals), or just in *Journals*. Note that journal searches search on journal titles, but not individual articles. If you are researching a particular subject area then you should use specialised databases such as Web of Knowledge or Scopus. All databases are accessible from the *Library* tab in MUSE. Many journals are now available electronically but not all are, and not for all date ranges. Please use the 'Show Library Holdings' option in the Library catalogue to check the format of the journal you are interested in.

All books are arranged in groups by the subject number (classmark), and then alphabetically by the initial of the author's surname. The ends of shelves are labelled with the subject numbers and there are floor plans around the Library showing where different subject numbers are shelved.

Please bear in mind that there can be a lot of books with the same class or subject number, and the alphabetical position (indicated by the letters after the subject number on the spine of the book) is important.

If you have problems locating material then please ask library staff on the welcome desk at the entrance turnstile or at the information desk in the reading room.

10.4 'MyLibrary Account'.

From the *Library* tab in MUSE you can see details of all the books you have out on loan under myLibrary Account, when they are due back and can renew each item as many times as you need to as long as it has not been requested by another user..

10.5 Borrowing.

You need your UCARD and Library PIN in order to borrow from the library. You can find your Library PIN from myLibrary Account in MUSE, or simply by asking a member of staff. There are self-issue and self-return machines in all the library sites. There are two categories of books:

- STANDARD LOAN: 1 week for full-time taught students; 2 weeks for part-time and distance learning students.
- REFERENCE: use in library only. These books have a GREEN band on the spine.

If a book you take out becomes reserved, you will be able to keep it until the due date but will be unable to renew it. When a book is heavily reserved, the loan period will reduce to two days for all borrowers.

Undergraduates may borrow up to 15 books at any one time. Journals (with some exceptions) are not available for loan. Materials in the library are security marked and must be issued to you before they are taken through the exit gate.

Fines are charged on all overdue material at a rate of £1 a day per overdue item. Please keep checking your library account to renew books and avoid unnecessary charges.

Journals.

Most journals are now available electronically, use the library catalogue to look for specific titles. Access all electronic resources by logging onto MUSE and using the links provided under the Library tab. This method takes care of all the necessary authorizations and passwords and will work on or off campus. Further information is available from the electronic resources library web pages <http://www.shef.ac.uk/library/intro>.

The print collection of current biological journals is held in the Western Bank Library, shelved on Stack 4. Access is from the reading room (below the gallery steps on the right hand side as you enter the reading room) or just through the library turnstile (go straight past the stairs and turn right). The journals are shelved by class (subject) number as with books, and in alphabetical order within subjects. The alphabetic start and end points for each shelf are indicated along with the subject number. The main biological holdings are in three groups with subject numbers 570.5 (general), 580.5 (botany), 590.5 (zoology). Also of interest are the general science periodicals (e.g. Science, Nature) which are at 505. If you have any

difficulties in finding materials, please contact library staff who will be happy to help you.

10.6 Requests.

Requests for items out on loan can be made online via the Library catalogue. Requests can be made for material not on loan but please be aware that these take some time to process and it will always be quicker for you to fetch the material yourself (unless the item is in a closed store). You will receive an email when the material becomes available, you then need to go to the library to collect the item as soon as possible. Before requesting a book, always check on the catalogue to see if there is an e-version available that you could access straight away.

If a book you have already borrowed is requested by another reader, you will no longer be able to renew it and you must return it by the due date

10.7 Document Supply.

For specialised reading and research, you may find that the material you require is not in the library. If it is important to see the material then it can be obtained via the document supply service. This is usually only available for postgraduate students and staff. See <http://www.shef.ac.uk/library/services/ilstaffpgres.html> for more information on this service. Before submitting your requests please discuss with your supervisor as each request costs the department about £9.

10.8 Photocopying, microfiche readers etc.

Photocopiers are available in all the library sites. Please ensure that you comply with copyright law, there are guides on the machines. All self-service photocopiers operate using the Prepay Printing System. All members of the University are issued with a Pre-pay Account on their U-card when they register. This account is used to pay for printing and photocopying. All accounts are initially credited with £2 by the university; after that users must credit their accounts using the Value Loaders located in all libraries and IT centres.

Go to <http://www.sheffield.ac.uk/cics/printing> for more details.

There are various microfiche and microfilm readers located on Stack 4 in the Wolfson Suite in the Western Bank Library. Please contact library staff for further help and advice.

10.9 Older and archived materials.

Not all library materials are on the main shelves. The Library catalogue provides up-to-date information on the location of material, and if you're having trouble finding something please request it or ask staff for help.

10.10 Further help.

The library has produced a range of materials to help you to make best use of the library and the resources it provides. A variety of guides have been produced and are available online at the following web page <http://www.shef.ac.uk/library/services/subject.html>. There are also a series of online tutorials on a wide range of subjects which have developed to help you

improve your information skills. For more details please go to the following web page:

<http://www.librarydevelopment.group.shef.ac.uk/>.

Staff are on hand at each site to offer advice and assistance. If you have problems, for example, finding books in the Library, accessing electronic resources, or need help with your Library account please don't hesitate to ask any member of staff.

The following librarians can offer subject-specific guidance:

Carmen O'Dell is the Faculty Librarian for Science - email c.odell@sheffield.ac.uk

Lex Rigby is the Liaison Librarian for Science – email lex.rigby@sheffield.ac.uk

The Library web pages at www.sheffield.ac.uk/library offer extensive information about making the best use of resources and services.

Keep up to date with new services and resources by bookmarking the Science and Engineering blog <http://www.librarydevelopment.group.shef.ac.uk/blogs/scieng/> or follow library news via Twitter @UniSheffieldLib, or via RSS Feeds <http://www.shef.ac.uk/library/services/libnewsfeeds.html>.

SECTION 11 INFORMATION SERVICES

11.1 Information Commons

www.sheffield.ac.uk/infocommons

E: infocommons@sheffield.ac.uk

The Information Commons is open 24 hours a day, 7 days a week but is not staffed continuously.

Staffing times can be found at:

www.sheffield.ac.uk/library/libsites/icopen.html

The Information Commons, run jointly by CICS and the Library, is a state of the art building which houses 100,000 books, over 500 PC's and more than 1300 study spaces for individual, group and classroom learning.

Flexispace on Level 4 can be configured in a variety of different layouts and has a large plasma screen and two copy cams available for student use. There are silent study spaces on levels 2, 3 and 5, and group rooms and some PCs can be booked in advance by students.

During service hours, CiCS and Library Staff can offer advice and support. Outside of these hours, students can still access computing and library facilities via self-service equipment and web-based services. You can only get into the building by swiping your UCard at the turnstile. During self-service hours you need a UCard to open the external doors. You also need a UCard to use many of the services available within the Information Commons.

The entire building is wireless-enabled so that laptop users can connect to the network anywhere. Kiosk computers located in the café area and around the building allow students quick access through MUSE to services such as Star, the library catalogue and electronic resources.

Printing and photocopying facilities are available on every floor, located in the Business Units, along with value loaders where printing and photocopying accounts can be credited. Self-service book issue machines are located in the business units on levels 1, 2 and 4, and scanners can be found on level 1.

11.2 Computing Facilities

<http://www.shef.ac.uk/cics/>

All students have access to a wide range of computing facilities. Corporate Information and Computing Services (CiCS) provides secure computers in rooms across campus, with a large choice of software including comprehensive internet access, email, word processing, spreadsheets, database management, CAD, statistical and other specialist software.

All computers are connected to the campus network, which is maintained by CiCS and provides access to available software and services, and to the internet.

11.3 Computer Rooms

As well as the Information Commons, CiCS provides rooms of computers for students to use, as well as low cost, high quality laser printing and scanners.

- Mappin ME03/04
- Bartolome House
- Hicks Building, Floor G
- Perak Laboratories
- Stephenson Hall IT Centre
- All Libraries

Each cluster of rooms contains a laser printer, and most contain phones to contact the helpdesk.

The most convenient computers for you to use are those situated in the IT Centre in the Perak Laboratories building (A-floor) or room B56 of the Alfred Denny Building. The Perak IT Centre is open between 8.30am and 5.45pm (Mondays to Fridays). Computers in this location are subject to block booking for classes, so please check if you wish to use a computer at a particular time.

There is a full list of rooms available on the CiCS website. You can use the web or on an internet enabled mobile phone (**mobile.shef.ac.uk**) to locate free computers.

11.4 Computer Account and Email Address

You will be provided with a computer account that gives you secure access to the computing facilities and the campus network,

You will also receive a University of Sheffield email address, which you must use for University Business. **You must check your University email regularly.** University mail will only be sent to this address.

11.5 Connecting your own Computer

You can connect your own computer to the internet from most rooms in University Residences.

You can also connect your laptop and most mobile devices, including smartphones and iPads, to the wireless network on campus in the Information Commons, student computer rooms and many other rooms around campus including lecture theatres and cafes. For wireless network locations, view a full list at www.sheffield.ac.uk/cics/wireless.

11.6 MUSE: The University Portal

MUSE gives your personal access to many resources, including your student record, course information, timetables, teaching materials through MOLE, the University Library catalogue and electronic journals.

It also provides remote access to our internet services and online resources. Wherever you are in the world, if you can access the internet through a modern web browser, you can easily and securely login to MUSE to access your email, your files, and our web based resources.

MUSE also carries important news, announcements and University information. It has a groups facility for collaboration and teamwork.

For information on MUSE, see www.sheffield.ac.uk/cics/muse

11.7 Information and Help

At the Information Commons staff are available to assist you with any computing problems. At the start of term, these staff provide introductory courses and demonstrations on various aspects of using the University's facilities.

You can contact the CiCS helpdesk, which will provide answers to any computer-related queries. You can call the helpdesk from a University phone on **21111**. Such phones are provided in many unstaffed computer rooms. From outside the University, you can reach the Helpdesk by calling **0114 222 1111**.

You can also email the Helpdesk (helpdesk@sheffield.ac.uk), or visit the Computing Centre on Hounsfield Road (Monday-Friday, 9am-5pm).

In addition to the helpdesk, the Computing Centre assists with Computer Facilities, and provides detailed instructions in PDF format.

www.sheffield.ac.uk/cics/documentation.

11.8 Documentation and IT Code of Practice

There is a comprehensive guide to the University's policies about computing facilities and the IT Code of Practice on www.sheffield.ac.uk/cics/policies.

It is your responsibility to become familiar with the contents of the regulations and guidelines.

If you wish to complain about bad behaviour or the misuse of facilities, contact the Director of Corporate Information and Computing Services (c.sexton@sheffield.ac.uk).

SECTION 12 EXAMINATIONS AND DEGREE CLASSIFICATIONS

12.1 The Form and Timing of Examinations.

All modules are examined at the end of the semester in which they are taught. The University Regulations define "examination" as a process of assessment (whether by written examination papers, written or practical assignments, continuous assessment of coursework, or other means) which enables the Examiners to return a grade. You will find that different methods of examination may be used in different modules or half-modules.

At levels 1-3 there will be a meeting in late October/early November with the Examination Officer to explain examinations matters in more detail and which you can ask questions. Attendance at this meeting is compulsory.

12.2 Dyslexia

The University has gradually been phasing in a sticker scheme (see section 7.3 for more information). If you are dyslexic or have other written communication difficulties then you can opt to attach a sticker to your work indicating this. The stickers alert markers to your difficulty and help them to provide you with useful feedback. The same criteria as described above will still be applied.

12.3 Multiple-Choice Examinations (Level 1 and level 2).

At Level 1 in the School of Biological Sciences lecture-course modules are examined by means of a multiple-choice examination paper. Multiple choice questions may also form a component of level 2 examinations. Multiple-choice examinations test

both knowledge and understanding. These examinations will be computer marked and the format of the top part of the computer sheet used for these examinations is shown below.

UNIVERSITY OF SHEFFIELD

SCHOOL OF BIOLOGICAL SCIENCES

Name	
Examination Press Number and Title	Date

- This form will be read by a machine. ● Please use an HB pencil.
- Mark like this
- If you make a mistake erase it completely.
- Please do NOT mark with ticks, crosses or circles.
- Do not forget to enter your name, the Examination Press Number and Title, and your Candidate Number.

ANSWER SHEET

CANDIDATE NUMBER								
c0	c0	c0	c0	c0	c0	c0	c0	c0
c1	c1	c1	c1	c1	c1	c1	c1	c1
c2	c2	c2	c2	c2	c2	c2	c2	c2
c3	c3	c3	c3	c3	c3	c3	c3	c3
c4	c4	c4	c4	c4	c4	c4	c4	c4
c5	c5	c5	c5	c5	c5	c5	c5	c5
c6	c6	c6	c6	c6	c6	c6	c6	c6
c7	c7	c7	c7	c7	c7	c7	c7	c7
c8	c8	c8	c8	c8	c8	c8	c8	c8
c9	c9	c9	c9	c9	c9	c9	c9	c9

At the top of the sheet you must enter your name, the examination press number and title (for example, APS119 Comparative Physiology) and the date. On the right hand side of the sheet you will enter your candidate number in the box. Your candidate number is the **Registration number** on your U-card (not the U-card number). Below the box is a grid and you will also enter your registration number in the grid by marking the appropriate numbers in pencil. Make sure that you enter 9 digits i.e. include leading zeroes in your candidate number.

You will be required to answer the questions by filling in the appropriate box on the computer sheet. There will always be a single correct answer to a question, so only

one box should be filled in for each question. If you fill in more than one box your answer will be counted as 'Don't know'. You must use an HB pencil that you should bring to each examination. If you make any mark on the paper other than the box you intend to fill in, the computer will not read it. Therefore, you are strongly advised to note your answers on the question paper, and only when you are sure of the answers that you want to give should you then carefully fill in the boxes on the computer sheet.

A guessing correction will be applied during the marking of the examination. One third of a mark will be deducted for each incorrect answer. Thus, if you guess all the answers and got 25% of them right (as you could well do by chance) the correction procedure would deduct one third of a mark for each of the 75% incorrect answers and your net score would be zero. If you do not know the answer to a question you do not have to guess. If you fill in box E this will be marked as "do not know" and no guessing correction will be applied. The effect of filling in box E will thus be neutral.

Self Assessment Tests at level 1.

Many Level 1 APS modules employ an online multiple-choice self-assessment test which is available at the end of the period in which the module is taught. If you are registered for a module, you are required to take this self assessment test. It will provide you with examples of the multiple choice questions used in the main examination so that you are familiar with the format of the question paper.

12.4 Coursework and examinations at levels 2-4

All examination answers and practical class and field course reports are marked by the staff who provide the teaching. All marking is moderated by a second member of staff who checks a sample of the work to ensure that the marking is at an appropriate level. The criteria used for assessment differ between levels and also between coursework and examinations and are provided to you. If a module has multiple components, the weightings of each will be provided to you.

If you fail to follow the instructions on in an examination, you may receive a score of 0. For example, if an examination requires you to answer two questions, one from section A and section B and you answer two questions from the same section, only the first answer that you give will be marked, the second answer will be scored as 0. If you are required to answer only one question and you provide two answers, only the first answer will be marked (i.e. not the best answer).

12.5 Practical Work Reports.

You will be given instructions on how to write up practical reports and the deadlines for handing in work in the practical booklets that you will receive.

12.6 Award of Credits.

Candidates are required to complete units to a total value of 120 credits at levels 1, 2, 3 and (where applicable) 4. A distinction is made between completing a unit and passing it. A completed unit is one for which a candidate has obtained

- a) a Pass grade (or Pass outcome)
- b) a Fail grade

or

- c) where formal exemption as a result of previous study has been approved.

On the other hand, where for example, work is not submitted at all with no good reason or where credit is refused/denied (e.g. by a Discipline Committee on grounds of use of unfair means) then the unit/module may not be awarded a grade and would therefore clearly not be classed as completed and progression/award would not be possible. This will appear as NC (Not Completed) on your University record.

To pass a module or half-module you must achieve at least a pass grade, that is at least grade 40, in the examination. If you do not achieve at least a pass grade you will not be awarded the credits for that module or half-module and this might affect your academic progress (see 12.13).

12.7 Examination Results

Examination results are available **only on MUSE**. You should check the [SSID](#) web pages for information about release dates. Students should receive an email in March (following Autumn Exams) and again in the summer – giving details of release dates for each Faculty. If you need to re-take any examinations, you need to make sure that you have the correct information. You will need to go to <http://www.sheffield.ac.uk/ssid/exams/reassessment.html> and follow the instructions given there.

IT IS YOUR RESPONSIBILITY TO OBTAIN THE INFORMATION YOU NEED.

Examinations results will also be posted in the department after the external examiners visit in March and June. These results will be listed by anonymous candidate number and will be subject to ratification by the Faculty of Pure Science.

If you do not wish your examination results to be posted in this way, please contact the APS Departmental Office. Please note that staff are not allowed to release results via e-mail or telephone.

12.8 Re-sit Examinations.

Re-sit examinations (or examinations for students who were Not Assessed (NA) or Not Completed (NC) in the Autumn/Spring examination period) for level 1 and level 2 students will take place in the Supplementary Examination period (see timetable in the front of this booklet). However, there is no formal re-sit examination period for level 3 or level 4. If you are required to re-take an examination in order to pass your BSc or MBIoSci degree this may only be possible in January or May in the next academic year – please contact **Professor Leegood**.

12.9 Grades Awarded in Re-sit Examinations.

At levels 2, 3 and 4 if you re-sit a failed examination and pass you will be awarded a bare pass mark, that is grade 40, for that examination. However, this cap is not applied to level 1 examinations.

12.10 Illness and Examinations.

If you are prevented by illness from taking an examination in January then you will be able to take the examination during May-June period as a first attempt. If you

are prevented from taking an examination in May-June by illness you will be able to take the examination in August as a first attempt. Your University record will show NA (Not Assessed) for these examinations until you have taken them. Evidence of illness will be taken into account when determining degree classifications at the end of the third year. In all cases where illness is a factor, full medical evidence will be required.

If you are ill before, or during, an examination you should ensure that **Professor Leegood** or the year tutor (see section 1.1) is aware of this and you should provide a medical certificate as soon as possible. If you claim to have been ill during an examination a substantial time after the event, it will not be possible to take this into account. If in doubt email animal.plant@sheffield.ac.uk.

If you are going to be absent from the university for any length of time due to illness or other circumstances you **MUST** complete a special circumstances form. This needs to be signed by either your Personal Tutor for absences under 7 days or your Year Tutor for absences over 7 days or repeated absence and then handed into the APS Departmental Office. If you absent due to illness for more than 1 week then a doctor's note/medical certificate must be provided along with the form. Special circumstances form can be obtained either from the APS office or SSID.

If you fail to turn up for an examination your record will show Not Completed (NC). You may not proceed to the next level of study with NC on your record.

12.11 Cheating, Plagiarism and Collusion.

During invigilated examinations a candidate shall not use or attempt to use any unfair means and shall not communicate with or attempt to communicate with any

other candidates. Answers must be the candidate's own work. Where other material is quoted, the candidate shall state the source(s) from which it is derived. A candidate shall not use any answer book, writing paper or blotting paper other than that supplied in the examination hall. All unauthorised material (such as revision notes, books and data tables) and electronic devices (such as electronic dictionaries, mobile phones, radios and personal audio equipment) shall be left outside the examination hall or surrendered to an invigilator before entering the hall. Any material required for any particular examination will be provided in the hall. (If candidates are permitted to introduce books, notes or other material into an examination hall, they will be informed by the Department, and the nature and extent of the authorised material will be stated on the question paper.)

When preparing essays, projects or other work, you will read widely and become familiar with the work of others. You should ensure that the materials you prepare for submission would be accepted as your own original work. A lecturer or tutor who is assessing your work is interested in your understanding of an idea and you should use your own words to demonstrate your understanding.

The selective quoting of material from books and articles is permissible, but the material must always be attributed to its sources by means of quotation marks. In assessed essays, a footnote or brackets naming the author and the title of the text plus the dates of publication would be required, as would a bibliography that provides full references of all the material consulted or used. In scientific essays, the use of extended quotations is unusual. When referring to the scientific literature you should read the article, make sure that you understand it, and then write in your own words. You should reference the source of the work at the end of

the section using standard scientific notation e.g. (Smith & Jones, 1997) with a complete reference provided in the reference section at the end of the document.

The basic principle underlying the preparation of any piece of academic work is that **the work submitted must be your own original work**. Plagiarism and collusion are not allowed because they go against this principle. Please note that the rules about plagiarism and collusion apply to all assessed and non-assessed work, including essays, experimental results and computer code. Cutting and pasting from web sites would also be considered unacceptable. The departmental policy on plagiarism can be found at <http://www.shef.ac.uk/aps/currentug/infoall.html>. All coursework submitted outside of examination conditions will require a departmental coversheet which requires you to sign that you have read the document. In addition, coursework will be submitted to the TurnItIn system. Failure to submit coursework to the TurnItIn system will result in a score of 0 being awarded.

Plagiarism is passing off others' work as your own, whether intentionally or unintentionally, to your benefit. The work can include ideas, compositions, designs, images, computer code, and, of course, words. This list is not exhaustive. The benefit accrued could be, for example, an examination grade or the award of a research degree.

An online tutorial has been provided at

https://librarydevelopment.group.shef.ac.uk/shef-only/info_skills/Plagiarism/contents.html

to help you understand plagiarism and how to avoid it.

- If a student submits a piece of work produced by others, or copied from another source, this is **plagiarism**.
- If a student produces a piece of work which includes sections taken from other authors without attribution, this is **plagiarism**. The length of the copied section is not relevant, since any act of plagiarism offends against the general principle set out above. When copying sections from other authors it is not sufficient simply to list the source in the bibliography.
- The selective quoting of material from books and articles is permissible, but the material must always be attributed to its sources, both within the text and within a bibliography. However, in general, extensive use would not be acceptable, even if acknowledged.
- If a student paraphrases from another source without the appropriate attribution, this is **plagiarism**. Paraphrasing should use a student's own words to demonstrate an understanding and accurately convey the meaning of the original work, and should not merely reorder or change a few words or phrases of the existing text.
- If a student copies from or resubmits his or her own previous work for another assignment, this is **self-plagiarism**, and is not acceptable.
- **Collusion** is a form of plagiarism where two or more people work together to produce a piece of work all or part of which is then submitted by each of them as their own individual work.
- If a student gets someone else to compose the whole or part of any piece of work, this is **collusion**.

- If a student copies the whole or part of someone else's piece of work with the knowledge and consent of the latter, then this is **collusion**.
- If a student allows another student to copy material, knowing that it will subsequently be presented as that student's own work, then this is **collusion**.
- If two or more students work on an assignment together, produce an agreed piece of work and then copy it up for individual submission, then this is **collusion**. When producing a piece of work arising out of groupwork, students should seek the advice of the tutor setting the assigned work regarding the acceptable limits of collaboration.

Both plagiarism and collusion are strictly forbidden. Students are warned that the piece of work affected may be given a grade of zero, which in some cases will entail failure in the examination for the relevant unit or research degree. The student may also be referred to the Discipline Committee.

You should follow any guidance on the preparation of material given by the member of staff setting the assignment. If in doubt, consult with them. There is unlikely to be any objection to you discussing the subject of an essay or project with fellow students in general terms, or to quoting from various sources in the work submitted. However, if you have any problems with an assignment you should always consult your tutor, who will give general advice and help.

There may be instances when collusion is required! For example, where you work as a member of a team. It will be made obvious when collusion is required and when it is forbidden.

12.12 Anonymous Marking.

To avoid the possibility of any bias in marking all examination answers are anonymously marked. You are thus required to enter your registration number on examination answers. Your university registration number can be found on your U-Card. You should take your U-Card to all examinations to ensure that you enter the registration number on **your examination answers**.

In some cases anonymity is difficult to achieve (e.g. Level 3 Project Reports). You should still only use your Registration number on the report. An independent second marker will ensure that there is no bias in the assessment of Project Reports.

12.13 Progression

From level 1 to level 2

Students must pass 120 credits to proceed to level 2. The Examiners may, at their discretion, allow a student who has been awarded at least 100 credits to proceed to level 2 providing:

- all core modules have been passed
- a score of at least 30 has been achieved in failed module(s).

Permission to proceed in these circumstances is not automatic, and in reaching their decision the Examiners will take into account:

- whether satisfactory progress has been made across Level 1 as a whole;

- whether the student's performance in those modules which have been passed provides compensation for the failed module(s);
- whether the student has made a demonstrable effort to succeed in the failed module(s), evidenced by adequate attendance and participation and completion of the relevant assessed work and examinations.

From level 2 to level 3

If you are awarded 120 credits in the second year examinations you will proceed into the third year. You may also be able to proceed into the third year if you are awarded at least 100 credits, providing you have passed all compulsory modules. This means that you might be able to fail one or two half-modules in second year and still proceed into the third year, but this will have consequences for your degree classification (see below). You will need to seek advice concerning your situation if you are in this position. It will always be advantageous for you to re-sit the examinations in the modules or half-modules you have failed. If you are awarded fewer than 100 credits you will be required to re-take the examinations in the failed modules or half-modules and obtain sufficient credits to satisfy the requirements stated above. Failure in a module or half-module that is a pre-requisite for a third year core module or half-module will also mean that you must retake and pass the examination before you may proceed to Level 3. **Successful completion of APS222, compulsory and Practical modules is a pre-requisite for progression to Level 3.**

If you are registered for an MBiolSci degree you must achieve a minimum mean grade of 60 at Level 2 to remain registered. If you fail to achieve this grade you will be required to change study to a BSc degree at this point.

From level 3 to level 4 (for students registered on MBiolSci)

If you are awarded 120 credits in the third year examinations, have an overall weighted mean grade of 60 or above at Level 2, together with a minimum grade of 65 in the Level 3 project (APS330), you will be able to proceed to Level 4 of the MBiolSci degree.

You may be able to proceed to Level 4 with 100 credits or more providing the other criteria for progression are fulfilled. You will need to seek advice concerning your situation if you are in this position. If you are awarded fewer than 100 credits you will be required to re-take examinations in the failed modules or half-modules and obtain sufficient credits to satisfy the requirements stated above. If you fail to satisfy the requirements for progression to Level 4 of the MBiolSci degree you will be required to change status to a BSc degree at this point. All students wishing to proceed to Level 4 will be interviewed in the spring semester of their Level 3 studies.

12.14 Award of a Degree.

To be awarded a degree you must satisfy two conditions. a) You must have been awarded at least 200 credits in your second and third year examinations (320 credits in second, third and fourth year examinations for MBiolSci degrees). b) You

must have a weighted average grade of not less than 40 in the second and third year (and fourth year for MBiolSci degrees) examinations as a whole.

This means that you can fail up to two modules or four half-modules in the second and third years (and fourth years) and still be awarded a degree provided your weighted average grade is above the pass mark.

12.15 Determination of Degree Classifications.

Degrees are classified as follows:

Honours	Class I
	Class II Division 1
	Class II Division 2
	Class III
Pass	

The BSc degree classification is determined by the grades awarded for **all second and third year modules and half-modules**. (The MBiolSci degree classification is determined by grades awarded for all second, third and fourth year modules and half-modules). Because the 100 point scale is not linear (i.e. each class is not represented by the same range of grade points) the arithmetic mean is not the most appropriate indicator of a student's degree class.

At the end of your programme of study, your degree will be classified on the basis of a calculation which takes account of both the weighted average of the grades you obtain in modules at Levels 2 and above and the class within which the best 50% of these weighted module grades fall. In the calculation, grades are weighted both according to the credit value of each module (e.g. grades for 20 credit modules are worth twice as much as 10 credit modules in the calculation) and

according to the Level at which the module was studied (i.e. your Level 3, and 4 where applicable, grades are counted twice relative to those obtained at Level 2).

First the weighted average grade is calculated and converted to a preliminary degree classification according to the following scheme:

Weighted average grade	Preliminary Degree classification
69.5 or higher	First
59.5 or higher	2.1
49.5 or higher	2.2
44.5 or higher	Third
39.5 or higher	Pass

If your weighted average grade falls within the ranges indicated below, this results in a preliminary borderline classification:

Weighted average grade	Preliminary Borderline Degree classification
67.0 - 69.4 ⁴	First
57.0 - 59.4	2.1
47.0 - 49.4	2.2
43.5 - 44.4	Third
37.0 - 39.4	Pass

⁴ Note: For students who commenced level 1 or level 2 in, or after September 2010, these borderline values have been changed. The borderlines will be: first class 68.0-69.4, 2.1 58.0 – 59.4, 2.2 48.0-49.4, 3 43.5-44.4, Pass 38.0 – 39.4.

Next the class within which the best 50% of your weighted module grades fall is calculated and converted to a second preliminary degree classification according to the following scheme:

Classification threshold exceeded by best 50% of weighted module grades	Preliminary Degree classification
69.5 or higher	First
59.5 or higher	2.1
49.5 or higher	2.2
44.5 or higher	Third
39.5 or higher	Pass

If 5/12 of your weighted grades correspond to a classification higher than that indicated by the grades of the best 50%, you would, for the purposes of this preliminary classification, be placed in the borderline category for the higher classification. The scheme by which the preliminary classifications based on (1) the weighted average grade and (2) the best 50% of your weighted modules contribute to a final degree classification is detailed on the following page.

Preliminary classification based on weighted average	Preliminary classification based on threshold exceeded by best 50% of weighted module grades	Final classification
First	First	First
First	Borderline first	First
First	2i	Borderline first
Borderline first	First	First
Borderline first	Borderline first	Borderline first
Borderline first	2i	2i
2i	First	Borderline first
2i	Borderline first	2i
2i	2i	2i
2i	Borderline 2i	2i
2i	2ii	Borderline 2i
Borderline 2i	2i	2i
Borderline 2i	Borderline 2i	Borderline 2i
Borderline 2i	2ii	2ii
2ii	2i	Borderline 2i
2ii	Borderline 2i	2ii
2ii	2ii	2ii
2ii	Borderline 2ii	2ii
2ii	3rd	Borderline 2ii
Borderline 2ii	2ii	2ii
Borderline 2ii	Borderline 2ii	Borderline 2ii
Borderline 2ii	3rd	3rd
3rd	2ii	Borderline 2ii
3rd	Borderline 2ii	3rd
3rd	3rd	3rd
3rd	Borderline 3rd	3rd
3rd	Pass	Borderline 3rd
Borderline 3rd	3rd	3rd
Borderline 3rd	Borderline 3rd	Borderline 3rd
Borderline 3rd	Pass	Pass
Pass	3rd	Borderline 3rd
Pass	Borderline 3rd	Pass

Pass Pass Pass	Pass Borderline Pass Fail	Pass Pass Borderline Pass
Borderline Pass Borderline Pass Borderline Pass	Pass Borderline Pass Fail	Pass Borderline Pass Fail
Fail Fail Fail	Pass Borderline Pass Fail	Borderline Pass Fail Fail

Where the final classification is in the borderline category, your classification will be made at the discretion of the Board of Examiners, who will take into account the weighted average grade you obtained at the final Level of your studies.

Further information is available at

<http://www.shef.ac.uk/ssid/exams/classification.html>

Note for Biology with a Year Abroad Students

The University requires that the results for Biology with a Year Abroad students are returned as a single module worth 120 credits during their 2nd year. However, this large block of identical scores skews the classification based on threshold exceeded by best 50% of weighted module grades and may unfairly advantage or disadvantage these students.

Therefore the marks from modules that are taken during the year abroad will be retained by the department and a classification based on these separate scores made available to the External Examiners (e.g. if a student took 8 x 15 credit modules at level 2, these scores would be used in the degree classification calculation). The External Examiners will also examine the student portfolio, the content of the courses taken and the scores obtained during their February visit to

ensure that the scores used in the calculation are appropriate. The department will use the external examiners discretion to make sure that these cases are dealt with fairly.

12.16 Academic Appeals Procedure.

If you wish to appeal against a degree classification, you should first discuss the matter with **Professor Richard Leegood**. If the matter cannot be resolved at departmental level there is a formal appeals procedure.

The Regulations Relating to Academic Appeals.

A student may apply under these Regulations for a recommended grade for any module or degree classification or examination result to be re-considered in the light of new evidence.

Grounds for appeal

For these purposes, 'new evidence' is defined as:

1. procedural error either by the Examiners or during the recording, transcription and reporting of the examination results;
2. extenuating circumstances which the student was unable to place, or for valid reasons did not place, before the Examiners;
3. evidence of a failure of supervision which significantly affected the candidate's performance and which could not reasonably be expected to have been the subject of complaint by the student to the Head of Department or the Dean of the Faculty before the examination.

These are the only grounds on which representations can be made. Appeals will not be considered against the academic judgement of the Examiners. Representations may, however, be made in cases where the Examiners have recommended, in response to a candidate using unfair means in an examination, that a credit or examination result be refused or a grade reduced.

Procedure

Reference in these Regulations to the Pro-Vice-Chancellor includes any person authorised to act on their behalf.

A student who wishes to place such new evidence before the Faculty shall apply in writing, setting out clearly the facts which the student wishes the Faculty to consider and showing how those facts constitute new evidence as here defined. The application must be made to the Pro-Vice-Chancellor within 14 days of the publication of the examination result in any other case.

The Pro-Vice-Chancellor may extend the time limit imposed by this Regulation.

For the purposes of these Regulations, the date of publication of examination results means the date upon which the examination results are first made available to students in the relevant Department, even though the results are still subject to confirmation by the Faculty and the Senate.

After consulting the Head of Department, the Pro-Vice-Chancellor may

- determine that the appeal be upheld; or
- convene an Academic Appeals Committee of the Board of the Faculty to hear the case;

or

- determine that there is no *prima facie* case for appeal.

Academic Appeals Committee

The Academic Appeals Committee shall comprise

the Pro-Vice-Chancellor or nominated representative;

not less than two and not more than four other members of the Faculty.

The student may opt either (a) for the appeal to be dealt with on written submissions; or (b) for an oral hearing (at which the student may choose to be accompanied by a friend or adviser).

Where the appeal is to be dealt with on written submissions, the Committee shall receive:

- a) the material submitted by the student;
- b) any written comments made on that material by or on behalf of the Head of Department and, where appropriate, by the supervisor; and
- c) any written comments made by the student on the material submitted under (b) above.

Where there is an oral hearing, the Committee shall hear oral submissions by or on behalf of the student, the Head or other representative of the Department, and where appropriate the supervisor. The student may comment on the submissions made by others. In any case in which factual matters are in dispute, the Committee shall investigate the facts, and may invite appropriate persons to attend to assist;

during this process, the student may be present and may ask questions, make comments, and produce other persons who can provide information or testimony.

At no stage during the appeal process does the student have the right to see any examination script or any report prepared by an Examiner on a dissertation for a Higher Degree by coursework and dissertation.

The Committee shall reconsider the grade, classification, result or other subject of the appeal in the light of the material available to it. Except as provided above, no person other than members of the Committee and its Secretary shall be present during its deliberations.

The Pro-Vice-Chancellor or the Committee shall report to the Faculty and may make any recommendation as to the subject matter of the appeal as could, under the relevant Regulations, have been made by the Examiners.

The decision of the Board, acting on the recommendation of the Pro-Vice-Chancellor or of the Academic Appeals Committee, is final.

Where the substance of the appeal concerns acts or omissions of the Pro-Vice-Chancellor, and in any other case where it is inappropriate for the Pro-Vice-Chancellor to act under these Regulations, the Pro-Vice-Chancellor shall appoint a Deputy.

12.17 Undergraduate Degree Examination Conventions.

The Student Services Department publishes a detailed set of conventions that govern the way in which Departments deal with examination matters. The full text

of these conventions can be viewed on the web at

www.shef.ac.uk/ssid/exams/ugexams.

INFORMATION SPECIFIC TO LEVEL 3

SECTION 13 PRIZES

The following prizes may be awarded to undergraduate students in the Department of Animal & Plant Sciences.

1. **Chancellor's Medal.** One medal is awarded annually and all students in the University are eligible. The medal is awarded for outstanding contributions made by an individual student to the reputation or well being of the University. The medal winner is chosen by the Chancellor of the University following recommendations by the Dean of the Faculty.

2. **J.G. Boswell Memorial Prize in Botany.** One prize is awarded annually and consists of £100 in books to be chosen by the successful candidate. The Prize is awarded on performance at final year in Plant Sciences.

The Prize was founded in 1965 in memory of Dr J G Boswell, a member of staff of the University from 1934-1965.

3. **A.R. Clapham Prize in Ecology.** One prize is awarded annually and consists of books chosen by the successful candidate. The Prize is awarded on performance in ecological project work during the final year.

The Prize was established in 1993 by the New Phytologist Trust in memory of Professor A R Clapham the Head of the Department of Botany from 1944-1969.

4. **J.D. Jones Prize in Zoology.** One prize is awarded annually and consists of a cheque for £150. The Prize is awarded on performance during final year in Zoology.

The Prize was established in 1980 in memory of Dr J D Jones, a member of staff of the University from 1949-1980.

5. **The Thomas Woodcock Prize.** One prize is awarded annually in one of the following areas: Plant Sciences, Physiology and Zoology. The areas rotate on an annual basis. The Prize is awarded for performance during final year.

The General University Regulations for Prizes state that a prize may be divided between candidates of equal merit and a prize may be withheld if there is no candidate of sufficient merit.

6. **Oxford University Press Prize.** Awarded to a student who performs particularly well in their final year. Book titles to the value of £100 from the Oxford University Press. Criteria for assessment is project work.

7. **Palaeontological Association Undergraduate Prize.** Awarded to the a student in their penultimate or final year of study for performance in palaeontological modules or project/dissertation work. Prize consists of two-year membership to the Palaeontological Association.

8. **The Sheffield Graduate Award.** The Sheffield Graduate Award is open to all students and has been developed with the purpose of recognising and rewarding your extra curricula activities that help you to gain the Sheffield Skills. The Award is endorsed by a number of employers who recognise that students who have achieved the Award will stand out from the crowd.

By taking part in the Award, you can bring together all your different experiences, for example, volunteering, mentoring, organising clubs and societies, part time work, sporting activities and course representation, which will help employers take

note of all your achievements that go beyond the academic. After successful completion of your Award portfolio in your final year, you will receive a certificate upon graduation, and a reference to the Award will be added to your transcript.

Further information and on line registration for the Award can be found on:

<http://www.sheffield.ac.uk/thesheffieldgraduateaward>

SECTION 14 TEACHING AND ASSESSMENT METHODS AT LEVEL 3

14.1 Criteria for Assessing Coursework and Examination Answers.

Staff are provided with criteria that are used in assessing answers. The criteria differ between coursework and answers written under invigilated examination conditions, particularly with respect to external reading and style. The phrases are used for guidance by staff but the mark awarded will reflect their judgement on the whole piece of work.

It is important to remember that the primary determinant of the mark is your ability to communicate your understanding of the question asked. An essay that fails to answer the question will receive a very low score (potentially 0) however well written it may be. It is **vital** that you read, understand and answer the question. If you are asked to compare two contrasting theories, an essay that simply describes one of these has failed to answer the question. Likewise, inclusion of lots of irrelevant material will reduce your mark – it is far better to write a shorter, more focussed answer. The criteria are intended as guidelines. They are meant to illustrate the general qualities in answers that examiners will be looking for. Not all criteria can be applied rigidly to every type of examination question. The first and perhaps most essential, feature in answering any examination question is to answer the question asked.

Answers that fail to answer the question will be awarded a Fail grade.

Answers are assessed on the basis of

- understanding

- external reading
- synthesis and critical analysis
- relevance of the answer
- use of examples
- style.

Always be sure to identify the general category that a question falls into. Many questions require a synthesis of material from several sources – either different parts of the lecture course or lecture course material and required reading. In these questions the ability to analyse and synthesise material is paramount. Synthesis means to make a whole out of parts, to combine separate elements of thought into a whole, to reason from principles to a conclusion. Clearly for questions of this type, the repetition of a section of lecture notes, however accurately done, will be inadequate. Other questions may demand a more descriptive or factually based answer with more detailed knowledge. Selection of material from different sources may be necessary for questions of this sort.

The following criteria are provided to markers. Different criteria are used for examinations and coursework. Both sets of criteria allow marks to be awarded for exceptional performance in a number of areas. If a student has performed exceptionally well in one or more areas, a score above 80 will be awarded. Exceptional performance in one area will be awarded 85, two areas should be awarded 90 and so on (max 100).

To fail a question, candidates should show no real grasp of the topic as asked, or clearly lack the relevant information needed to produce an acceptable answer. For marks of 20 or below, the marker will identify areas where the student has

performed exceptionally poorly from the 'bad fail' criteria indicated. Answers which meet one of these criteria will be awarded 20, two criteria 15 and so on.

Level 3 Examination Question Marking Criteria

	Understanding	External reading	Synthesis and critical analysis	Relevance of the answer	Examples	Style
1 100 95 90	Exceptional answers will be very insightful, going well beyond lecture material with exceptional width or depth of knowledge.	Exceptional answers will contain information that adds a novel dimension and will go beyond reading lists.	Exceptional answers will have clever ideas or novel combinations of ideas. Critical analysis of the evidence or views of others. Conclusions drawn where possible or gaps in current knowledge identified.	Exceptional answers will take a highly innovative approach to answering the question.	Exceptional answers will have numerous examples which illustrate many of the different points that are being made drawn from material other than lecture material .	Exceptional answers will be extremely well written (considering examination conditions) or make innovative use of diagrams.
85 80 75 72	Thorough and extensive.	Relevant external reading evident.	Synthesises lecture material and external reading into an excellent answer. Has critically analysed evidence presented.	Totally focussed on the question. No irrelevant material.	Relevant examples given throughout the answer well integrated into the answer.	Well written in unambiguous English with a logical series of ideas and subdivision of subject matter. Good use of diagrams, well integrated with the text.
2.1 68 65 62	Good, covers the relevant material accurately with a few minor errors at most.	Little or simply expands slightly on points already covered in lectures.	Synthesises material into a well-organised answer. Some, but limited, critical analysis of evidence presented.	Answers the question directly with little irrelevant information.	Good use of examples to illustrate some major points.	Clearly written with ideas well presented, but sentence structure/phrasing could be improved. Diagrams present and referred to in text.
2.2 58 55 52	Basic (but adequate). Lacks some important information or misunderstands a component of the material	None	A reasonably accurate answer but tends to rely on recall rather than synthesising information.	May not address the question directly as asked or contain significant amounts of irrelevant material.	Limited use of examples and does not link these well with the points being made.	Adequately written but deficiencies in organisation. Diagrams are poor or not well integrated with text.

	Understanding	External reading	Synthesis and critical analysis	Relevance of the answer	Examples	Style
3 48 45	Incomplete. Some information from lectures recalled but key information is missing or misunderstood	None	Very little synthesis of material. A set of limited or incomplete notes.	Some information in the answer is relevant but most is not.	Very few examples given, with no real integration into the answer.	Style is poor. Grammar and syntax poor. No diagrams of any use.
Pass 42 40	The most basic level of understanding that could be considered satisfactory.	None	No synthesis or critical evaluation.	A few sections of the answer are relevant but these are poorly structured. Largely irrelevant/incorrect.	A single example at most, not linked to the text in a sensible manner.	Style is poor. Makes understanding the answer a challenge. No diagrams.
Fail 35 25	Little understanding of even the basic elements. Many errors, key information missing.	None	Inability to form a coherent scientific argument.	Extensive amounts of irrelevant/incorrect information.	None	Style is very poor so that large parts of the answer cannot be understood or are contradictory. No diagrams
Bad fail 20 15 10 5	Profound ignorance of the subject.		Incoherent - a jumbled mess.	Nothing relevant or massive digression from the question.		Riddled with errors in syntax and grammar. A random assortment of partial sentences.
0	No answer of any value					

Level 3 Coursework Question Marking Criteria

	Understanding	External reading	Synthesis and critical analysis	Relevance of the answer	Examples	Style
1 100 95 90 85 80 75 72	Exceptional answers are very insightful and show exceptional width or depth of knowledge. Thorough and extensive understanding of the topic. Has clearly understood the literature.	Exceptional answers contain information that adds a novel dimension. They will go beyond the obvious reviews and research papers. Based extensively on research literature with a good balance of research papers and reviews	Exceptional answers contain clever ideas or novel combinations of ideas. They will have critical analysis of the evidence or views of others. Conclusions drawn where possible or gaps in current knowledge identified. Synthesises external reading and lecture material into an excellent answer. Has critically analysed evidence presented.	Exceptional answers take a highly innovative approach to answering the question. All material presented is relevant and forms a tightly focussed answer. Totally focussed on the question. No irrelevant material.	Exceptional answers contain numerous examples which illustrate many of the different points that are being made drawn from material other than lecture material . Relevant examples given throughout the answer well integrated into the answer.	Exceptional answers are particularly well written. The student may have included original diagrams of very high quality. Well written in unambiguous English with a logical series of ideas and subdivision of subject matter. Good use of diagrams, well integrated with the text.
2.1 68 65 62	Good, covers the relevant material accurately with a few minor errors at most.	A reasonable coverage of the literature although may rely more on reviews than original research papers.	Synthesises material into a well-organised answer. Some, but limited, critical analysis of evidence presented.	Answers the question directly with little irrelevant information.	Good use of examples to illustrate some major points.	Clearly written with ideas well presented, but sentence structure/phrasing could be improved. Diagrams present and referred to in text.
2.2 58 55 52	Basic (but adequate). Lacks some important information or misunderstands a component of the material	Based upon a few reviews with little evidence of having examined the primary research papers. Over-reliance on lecture material	A reasonably accurate answer but tends to rely structures existing in the reviews rather than synthesising their own information.	May not address the question directly as asked or contain significant amounts of irrelevant material.	Limited use of examples and does not link these well with the points being made.	Adequately written but deficiencies in organisation. Diagrams are poor or not well integrated with text.

	Understanding	External reading	Synthesis and critical analysis	Relevance of the answer	Examples	Style
3 48 45	Incomplete. Some information from lectures recalled but key information is missing or misunderstood	Based on one or two papers with extensive (inappropriate) use of web resources.	Very little synthesis of material. A set of limited or incomplete notes.	Some information in the answer is relevant but most is not.	Very few examples given, with no real integration into the answer.	Style is poor. Grammar and syntax poor. No diagrams of any use.
Pass 42 40	The most basic level of understanding that could be considered satisfactory.	Extensive use of web resources with little reference to primary sources.	No synthesis or critical evaluation.	A few sections of the answer are relevant but these are poorly structured. Largely irrelevant/incorrect.	A single example at most, not linked to the text in a sensible manner.	Style is poor. Makes understanding the answer a challenge. No diagrams.
Fail 35 25	Little understanding of even the basic elements. Many errors, key information missing.	Inappropriate web resources only. Uses lecture material with little input themselves.	Inability to form a coherent scientific argument.	Extensive amounts of irrelevant/incorrect information.	None	Style is very poor so that large parts of the answer cannot be understood or are contradictory. No diagrams
Bad fail 20 15 10 5	Profound ignorance of the subject.	Lecture material only with no attempt at external reading (or a few web links)	Incoherent - a jumbled mess.	Nothing relevant or massive digression from the question.		Riddled with errors in syntax and grammar. A random assortment of partial sentences.
0	No answer of any value					

14.2 The Aims of Project Work (APS330).

The aim of a project is to provide an opportunity for you to undertake an original investigation. Any investigation must start with a problem that is some aspect of the living world that requires an explanation. Once you have a clearly defined problem you can begin to think about possible explanations. A possible explanation, stated in a logically consistent form and which does not contravene any established facts, is a hypothesis. The essence of project work is the testing of hypotheses. A hypothesis is only useful if it can be supported or denied by some measurement or observation. A hypothesis should thus allow predictions to be made about what might be true which can then be tested. This testing of hypotheses is done by experiment, which is a designed intervention in nature, or by careful observation of natural events. The results of experiments or observations usually require some sort of analysis before they can be interpreted and a decision made whether they support or deny the hypothesis.

14.3 The Aims of Dissertation Work (APS331).

The aim of a dissertation is to provide a critical review of a specific topic. This will involve you in more than a factual description of a topic. It should allow a reader to obtain an overall view of the current state of knowledge and understanding in the selected field. This will involve a critical analysis of hypotheses in the field and the quality of the evidence used to support them. Where controversies exist you should be prepared to indicate which side has the stronger case. You should also identify gaps in our current knowledge and understanding and make suggestions for the future development of the field. The preparation of a dissertation will thus

involve extensive reading of original research papers, reviews and books, together with information extracted from other media. The key processes in preparing a dissertation are thus: identification, selection, interpretation, imagination, integration and presentation.

14.4 Aims of the Undergraduate Ambassadors Scheme (APS340).

This unit aims to:

- Enable students to gain experience of teaching in a school environment;
- Develop presentation and communication skills relevant to teaching;
- Train students in the preparation of teaching materials and lesson planning;
- Enhance interpersonal skills relevant to dealing with young students;
- Provide experience of teaching to those interested in pursuing it as a career;
- Inspire prospective undergraduates by providing positive role models in the classroom.

14.5 Allocation of Project and Dissertation Topics.

You will be allocated to a supervisor for your project and/or dissertation work on the basis of your preferences and your overall performance in Level 1 and Level 2. You will be given separate lists for project and dissertation areas according to which degree you are registered for and asked to place the areas in order of preference. You will also be asked to state any preferences for specific supervisors, but there is no guarantee that these requests can be met. A rank order of students for each subject will then be produced based on the mean grade of Level 1 and Level 2. Starting at the top of the rank order areas/supervisors will be allocated by

student preference. Clearly the higher up the rank order you are the better will be your chances of being allocated to a high preference area. You will not be allowed to have the same supervisor for both your project and dissertation. Project supervisors will be allocated first and if the allocation process yields the same dissertation supervisor, then the next area/supervisor in your list of preferences will be allocated.

The following supervisors take part in the UAS scheme; Dr. Jon Graves and Dr Penny Watt. If students have a preference for a particular supervisor this should be emailed to the course coordinator Jon Graves prior to the start of the autumn semester or made clear at the interview for places which will take place in the first two weeks of the autumn semester. Preferences will be taken into account in the allocation of supervisors but cannot be guaranteed.

14.6 Deadlines for Submission of Project Reports, Dissertations and Undergraduate Ambassadors Scheme.

You will do a project during the Autumn Semester and you must hand in your Project Report and Lab Book to the Departmental Office no later than 12 noon on Weds 18th Jan 2012 Your dissertation and ambassadors scheme report will be in the Spring Semester you must hand in your Dissertation and Ambassadors Scheme report to the Departmental Office no later than 12 noon on Weds 16 May 2012.

When submitting your work you must ensure that you complete a coversheet for each piece of work (i.e. report, lab book etc). Coversheets can be downloaded from <https://sciencecoversheet.group.shef.ac.uk/>, please complete the coversheet, ensure all details are entered correctly. Take the coursework and completed

coversheet to the APS Department before the deadline and post into the metal box in the Alfred Denny Building Foyer

All project and dissertation work must be submitted electronically through the TurnItIn system via MOLE prior to the handing in deadline. Work that is not submitted to the TurnItIn system will be awarded a score of 0. Please consult section 4.9 and 4.7 for information concerning submission and late handing in of project or dissertation reports.

14.7 The Role of the Project Supervisor

- Discuss and consult with the student on the exact nature of the student's project
- Discuss the details of the experimental or observational work required
- Provide guidance on formulating clear hypotheses, but will not formulate these hypotheses or design the experiments
- Discuss keeping a laboratory notebook
- Provide guidance on data analysis and interpretation
- Provide guidance on writing the report
- Will meet with the student at least once every fortnight to provide additional guidance and training
- Examine up to 25% of the written work to provide general comments on the quality of the writing. (No feedback will be given on work submitted after Monday 12th December, 2011).

14.8 The Role of the Project Student

- Attend all scheduled meetings regarding your project and take responsibility for motivating the content of these meetings

- Formulate your own hypotheses and experimental design to test your hypotheses
- Perform your own data analysis and interpretation of results
- Write and produce the project report with only guidance from your supervisor
- Read and comprehend the background information necessary to understand your project
- Obtain and keep a laboratory notebook, as described in this handbook
- Be responsible for data collection
- Display active team membership, if working on a team project
- Provide written work at intervals to the project supervisor for feedback in sufficient time (No feedback will be given on work submitted after Monday 12th December, 2011).
- Hand in the project and laboratory notebook on time and submit an electronic copy to the TurnItIn system via MOLE.

14.9 The Role of the Dissertation Supervisor

- Discuss and consult with the student on the exact nature of the student's dissertation
- Discuss the broad outline of the topic and provide guidance on how to gather the appropriate information
- Discuss the student's developing ideas on the chosen topic
- Discuss content and structure of the dissertation
- Examine up to 25% of the written work to provide general comments on the quality of the writing. (No feedback will be given on work submitted after Tuesday 8th May 2012).
- Will meet with the student at least once every fortnight

14.10 The Role of the Dissertation Student

- Attend all scheduled meetings regarding your dissertation and take responsibility for motivating the content of these meetings
- Formulate ideas about dissertation topics prior to meeting with your supervisor
- Discuss and refine these ideas in consultation with your supervisor
- Provide an outline of the topic
- Identify and gather appropriate reading material: your supervisor will not provide a reading list
- Develop the content and structure of your dissertation
- Write and produce the dissertation with only guidance from your supervisor
- Provide written work at intervals to the dissertation supervisor for feedback in sufficient time. (No feedback will be given on work submitted after Tuesday 8th May 2012).
- Hand in the dissertation on time and submit an electronic copy via the TurnItIn system.

14.11 The Role of the Undergraduate Ambassador University Supervisor

- Discuss and consult with the student on the nature of the student's project
- Discuss the keeping of a teaching diary
- The UAS supervisor or module coordinator will visit the student once at the placement site to observe the context in which the student is working and discuss progress with the placement supervisor
- Provide guidance on writing the report
- Will meet with the student approximately every fortnight to provide additional guidance

- Examine up to 25% of the written work to provide general comments on the quality of the writing. (No feedback will be given on work submitted after Tuesday 8th May 2012)

14.12 The Role of the Undergraduate Ambassador Placement Supervisor

- Discuss and consult with the student on the nature of the student's project
- Help the student timetable observation and teaching sessions
- Provide informal feedback on the student's performance in teaching situations

14.13 The Role of the Undergraduate Ambassador

- Attend all scheduled meetings regarding the placement and take responsibility for motivating the content of these meetings. This applies to meetings with both the university and placement supervisors.
- Formulate ideas about the placement in consultation with the placement supervisor.
- Discuss and refine these ideas in consultation with the university supervisor
- Identify and gather appropriate reading material: your supervisors will not provide a reading list
- Write and produce the placement report with only guidance from the university supervisor
- Provide written work at intervals to the project supervisor for feedback in sufficient time. (No feedback will be given on work submitted after Tuesday 8th May 2012).
- Obtain and keep a teaching diary

14.14 How to Write Up a Project Report.

Project reports should be written up in a form similar to that of a scientific paper. For help and advice on writing your Project see the following web page on the APS website:

www.shef.ac.uk/aps/currentug/resources/howto.html.

While each scientific journal has its own house style, there are generally accepted features as follows:

Title. This information, together with your name and the word count should be contained on a separate sheet of paper at the beginning of the report. You should include your anonymous candidate number on project reports. You should include a departmental cover sheet which can be obtained from the departmental web site.

Abstract. Present the main substance of your project in a few sentences. Be specific, accurate and succinct.

Introduction. In this should be stated the object of the work and the major background to it. You may wish to present a very brief account of the literature but this must be tied in closely with the aim of the work. Do not overdo it; the major reason for the introduction is a statement of your aims.

Methods. This should include details of apparatus, materials, organisms, procedures, design of experiments etc. It must be such that another scientist could come along in the future and repeat the work using these instructions. Use your discretion. There is no need to provide a blow-by-blow account of how to weigh

materials or make a solution. Equally, detailed descriptions of equipment or procedures that are well known are not required. On the other hand novel or unusual procedures merit a full description. Your account should thus be more detailed than the methods section of a scientific paper. The latter is written by professionals for professionals; yours is written to convince an examiner that you have designed and executed your experiments properly.

Results. You must state what your results mean in writing. Do not simply insert a batch of tables/graphs/figures and hope that the reader can work it out. The text is your instrument to guide the reader through the figures. Your results should be presented so that they can be easily appreciated and assimilated. Extensive numerical data are best put in appendices. Statistics may be tabulated or referred to in the text. Graphs, histograms, diagrams and photographs are recommended where appropriate.

Discussion. You should briefly summarise your major conclusions and then relate them to other work described in the literature. Do you agree or disagree with others who have made observations in the area? Have you added to knowledge? Have you any criticisms? Is more work required and, if so, what form could it take?

References. You should list all the papers, books, chapters in books etc. which you have read and cited in your project report. These should be listed in alphabetical order according to the first author. See Section 14.20 for guidelines on citations and reference lists.

Presentation. Your project report should be word-processed. It should be presented in a flat folder (**not a ring folder**). Make sure that the pages are firmly

fixed in the folder. In addition to the hard copy, you will provide an email copy of the report to your supervisor.

14.15 Length of Project Reports.

Your project report should not exceed 4500 words in length, excluding the references and legends to tables, graphs and figures. Word that exceeds the word limit will have the standard penalty for overlong work applied (see 4.8).

14.16 How to Write Up a Dissertation.

For help and advice on writing your Dissertation see the following web page on the APS website:

www.shef.ac.uk/aps/currentug/resources/howto.html.

Your dissertation will consist of six sections.

A title page consisting of the dissertation title and the word count and your anonymous examination number. Do not put your name on your dissertation. A departmental cover sheet, which can be downloaded from the APS web page, should be included.

Abstract. Present the main substance of your dissertation in a few sentences.

Introduction. This will give the general background to the topic of the dissertation and in effect justify the importance of the topic and why it is worth writing about. It will thus define the subject matter you will discuss.

The main body of the dissertation. This will form the major part of your dissertation. It will often be useful to subdivide this section. The use of figures,

diagrams, photographs, and tables, where appropriate, is strongly encouraged. These additional items must be novel and synthetic.

Conclusions. Here you will draw together the threads of the dissertation.

References. You should list all the papers, books, chapters in books etc. that you have read and cited in your dissertation. These should be listed in alphabetical order according to the first author. See Section 14.20 for guidelines on citations and reference lists.

Presentation. Your dissertation should be word-processed. It should be presented in a flat folder (not a ring folder). Make sure that the pages are firmly fixed in the folder.

14.17 How to Write Up the Report for the Undergraduate Ambassadors Scheme.

The assessment of the course will be in three parts. A log book will be kept detailing preparation and activities for each of the placement sessions. It should also contain a reflective element whereby the student considers each session and expresses what they have learnt from it, what went well, or what could have been improved on. The host teacher will complete a brief assessment questionnaire on student performance during the placement. Log book and the teachers report together will account for 10% of the overall mark. The project report will account for 90% of the total mark. The report will describe the teaching project designed by the student and will assess its effectiveness in communicating concepts and information. The report will also include a introduction to the biological background to the topic.

The report should contain the following sections.

Biological Introduction. There are two parts to the introduction i) An introduction to the biology. This should give a detailed account of the current understanding of the biology underpinning the project. The intention of this section is that it should provide a resource for a teacher wishing to use the project as part of their teaching programme. It should therefore try to explain the topic in sufficient detail to give a science graduate a good grasp of both the basic biology and current advances. ii) Two or three short articles describing cutting edge or topical aspects within the subject area. For example if the general topic is microbiology then a short article could describe the current situation with MRSA infection in hospitals. The intention of this section is again as a resource for the teacher to enable them to better present the topic by using topical and interesting examples to engage the interest of students.

Educational Introduction. You will be encouraged by your university supervisor to focus on a clear overall educational aim for your project. This section should explain why the project was developed, in particular considering what educational needs it fulfils and how it seeks to achieve its principal aim. This section should provide a brief description of the educational context in which the project is placed. This should include information on the teaching of the subject area at the relevant keystage, its importance for the longer term development of the students, a profile of the type of students it is aimed at and the appropriateness of the format of the activity (whole class lesson, practical, out of school inspirational activity etc.) It should end with a brief but clear explanation of the educational aims and objectives of the project.

The project documentation. This should be a complete description of the project which could be given to a teacher in order to implement the project in the future. The rationale of how the project helps to convey the chosen topic should be explained. It should include details of the educational aims and objectives, project design and teacher notes for implementation. Any materials developed such as work sheets, powerpoints or apparatus should be documented. This section is not part of the word count and should be included as an appendix.

Assessment of effectiveness. This relatively short but important section should document what happened when the project was implemented. How was it received by the students? How effective was it in conveying the topic? What was the professional feedback from teachers in the school? What could be done to improve the project if it were to be used again. You can use evidence from class based activities to illustrate knowledge acquired by the students but this is not essential. You must not gather data from questionnaires or other means external to a lesson as this contravenes ethics codes. Much of the information for this section is likely to come from personal reflection and discussion with the placement supervisor.

References. You should list all the papers, books, chapters in books etc. that you have read and cited in your report. These should be listed in alphabetical order according to the first author. See section 14.20 for guidelines on citations and reference lists.

14.18 Length Of Undergraduate Ambassadors Scheme Report

The length of the report for the Undergraduate Ambassadors scheme should not be more than 5000 words, excluding the project documentation section, references and legends to tables, graphs and figures. Work that exceeds the word limit will have the standard penalty for overlong work applied (see section 4.8).

14.19 Length of Dissertations.

The length of a dissertation should be not less than 5000 words and not more than 6000 words, excluding the references and legends to tables, graphs and figures. Work that exceeds the word limit will have the standard penalty for overlong work applied (see section 4.8).

14.20 References.

In your Project Report, Dissertation and report for Undergraduate Ambassador Scheme you must cite in the text those papers, books, chapters in books, etc. that are the authority for the statement you are making. This is done at the relevant point in the text, for example "Smith and Jones (1983) stated that ..." or "it has been shown that ... (Smith and Jones, 1983)". If several references are quoted within parentheses these are separated by semi-colons, for example "(Smith and Jones 1983; Black and White 1985)", normally in order of date of publication. Where there are more than two authors it is usual to write "*et al.*"; this stands for the Latin "*et alia*" meaning "and others". For example, do not use "(Smith, Jones and Black, 1987)" but "Smith *et al.*, 1987)". If citing more than one paper with the

same authors published in the same year, put, for example, "Smith and Jones (1989a; 1989b).

You should have read and understood all of the references that you cite.

The Reference section at the end of your Project Report and Dissertation should list all the references you have cited in the text in alphabetical order according to the first author.

Briefly, the following formats should be used.

When listing a paper in a journal: Smith, A.B., Jones, C.D. and Black, E.F. (1990). Yet Another Set of Gene Sequences. *Journal of Irreproducible Results*, 321; 123-5.

When listing a book: Smith, A.B. (1990). A Monument to Ego. Megalomania Publishing Corporation, New York.

When listing a chapter in an edited book: Black, E.F. and White, G.H. (1992). Earth shattering preliminary work from our laboratory. In: *Research Reviews 1993* (ed. E.F. Black), pp 87-121. Midas Press, Cambridge.

With the increasing expansion of the Internet you may be tempted to use and refer to web pages. As a general rule, you should use the peer-reviewed scientific literature published in journals as your main source of information. You may find web resources containing primary sources of information (eg NHS Statistics). You should avoid using secondary sources of information on the web (eg another individuals views on a topic) wherever possible.

Never use Wikipedia or other non-peer reviewed sources of information as a reference.

An excellent tutorial on the correct way in which to reference material is available on from the library website at:

http://www.librarydevelopment.group.shef.ac.uk/shef-only/referencing/aps_harvard.html

You can also take online quizzes to make sure that you understand what constitutes plagiarism:

https://librarydevelopment.group.shef.ac.uk/shef-only/info_skills/Plagiarism/contents.html

14.21 Assessment of Projects.

Your project report will not be returned to you. If you wish to have your own copy you should make one before handing it in.

This section tells you the sorts of question the examiners will be asking when they assess your project report. You should use these questions as the objectives you are aiming to achieve in your project report. The examiners will assess your project report under the headings below and the weighting that will be given to each section is shown as a percentage.

Abstract (5%)

- Does the abstract capture the essence of the project accurately and succinctly?
- The abstract should identify the aim(s) of the project, the approach taken, the main findings and their importance.

Introduction (15%)

- Does the introduction provide the appropriate background to the project?

- Are links made to the scientific literature? Are key papers cited and are these up to date?
- Are the aims and objectives of the work undertaken clearly stated?
- Is the project sufficiently biological?

Methods (15%)

- Have all of the methods used in the project been described?
- Are the descriptions of the methods appropriate? (key information should be included, but not routine laboratory practice).
- Has the methods section been written in a manner similar to a scientific paper or have laboratory protocols simply been copied out?
- Are the methods accurate or have errors in methodology, units etc been made?
- Have the appropriate references been cited?
- Are the methods appropriate to investigate the chosen problem?
- Do the methods employed actually measure what is intended?
- Have sufficient replicates been included and are the controls appropriate?
- Is there evidence of awareness of sources of errors?

Results (25%)

- Does the text contain a clear, accurate description of the results?
- Is there a clear 'flow' to the results with paragraphs linking the key findings or is it left to the reader to decipher what results were obtained?
- Are the results presented in the most appropriate manner? Results should be clear and concise without undue repetition.
- Have the most important components of the results been identified and described?
- Have appropriate statistical analyses been performed and reported correctly?

- Have graphs and tables been drawn appropriately and carefully? Are the results presented clearly, to an appropriate level of precision and with an indication of statistical significance.
- Are the results relevant to the stated aims and objectives of the project?
- Does the student introduce points into the Results section that should have been left to the Discussion?

Discussion (25%)

- Does the discussion identify key findings without undue repetition of the results?
- Is there a logical progression to the flow of ideas in the discussion?
- If some sections of the project have not worked, are these identified and the reasons for this discussed?
- Have appropriate links to the scientific literature been made and have the results been discussed in this context?
- Have alternative hypotheses been explored?
- Are weaknesses and limitations in the approach identified and possible improvements identified?
- Have ideas for future work been identified which would both improve the certainty of the conclusions to the project and extend the work in the future?
- Is there a clear conclusion that links back to the aims identified in the Introduction?

Presentation (5%)

- Is the project well presented?
- Are appropriate sections used correctly?
- Does it look clear, neat and tidy?
- Are references cited correctly and uniformly?

- Are tables and graphs drawn properly?
- Is the report written in clear, grammatical English?
- Is the title appropriate and succinct?
- Has external help been acknowledged?
- Laboratory and field performance (10%)
- Does the laboratory notebook follow the criteria set?
- Are methods and results recorded in a manner which allows the supervisor to see what the student actually did?
- Did the student generate novel ideas?
- How did the student work with the rest of the team? How enthusiastic was the student about their work?

In addition to these criteria for each section, examiners will assess whether there are any indicators of exceptional performance.

14.22 Criteria for exceptional performance in projects

Experimental design: Identified a very novel approach. Clever experimental design.

Data collection: Exceptional effort (beyond the call of duty) put into collecting an outstanding data set.

Data analysis: Innovative and insightful approach to data analysis. Demonstrates an exceptional understanding of the data.

Problem identification and resolving (collaborative work): Problems identified and resolved in a highly novel way. Exceptional team member.

Report (accurate reporting): Introduction sets out aims and objectives, expertly placed in the context of the literature. Methods complete and rigorously described.

Results completely presented and with exceptional consideration of statistical analysis.

Report (discussion and interpretation): Discussion extremely insightful. Demonstrating an exceptional width and breadth of knowledge.

Report (presentation): Beautifully written. Includes their own diagrams of exceptional quality, well linked to text.

14.23 Keeping a Laboratory Notebook.

One of the most important aspects of scientific work, both in the laboratory and field, is the keeping of comprehensive and accurate records of investigations. These are needed for your own use and, particularly when you are working as a group, for others. There is sometimes a temptation not to keep detailed records, on the assumption that you will remember relevant details later when you need them, but experience shows that this is not the case. Even critical information can be forgotten easily. Moreover, even trivial details and pieces of information are sometimes important when interpreting results, writing a report or answering questions for assessment. It is therefore important to get into the habit of making proper records of your work *in full* and *at the time* and *into a designated laboratory notebook*.

Records should be made directly into a book or file at the time of the work. It is not acceptable to make sketchy notes on scraps of paper with a view to writing them up at some later time. Not only does this waste time, but it can introduce errors and lead to the omission of important information. Moreover, it is no longer a record of what you did, or observed, at the time.

You may choose to keep a laboratory notebook in a specialised hardbound A4 notebook (useful for laboratory based projects) or in a loose-leaf folder (particularly if you are doing field work). In either case, it is important not to lose it! Write your name and contact details on the front. If you use a loose-leaf folder write the date and number each page in case pages fall out. Many hardbound notebooks already have the pages numbered, but you still need to write the date on each entry that you make. It can be very helpful to keep an index at the front or back of the notebook so that you can find your results quickly.

What you enter into the notebook will vary depending on the type of work that you are doing. The following notes provide some general guidelines.

- Record the date of the investigation.
- Record details of the procedure. You can refer to standard protocols but include a copy in your notebook the first time that you use it. It is particularly important to make a note of any deviations from specified procedures.
- Where appropriate include any calculations used when setting up, or carrying out procedures. You should provide enough information to allow you (or someone else) to check what you actually did without adding extraneous detail. For example, you would not include information about how a balance works, but would record the weights of objects that were measured (although for more specialised pieces of equipment you may need to note settings, methods etc).
- Similarly, you may be required to adjust the pH of a solution to 5.8. In practice it is very difficult to adjust the pH this precisely, so write down the actual pH that you measured (e.g. pH 5.82).

- Include the raw data of results and any calculations performed on these. If you have used a spreadsheet to make calculations, print out a copy of the results and put them in your lab book. Make sure that you know what units you are using.
- You should include printouts of any statistical tests undertaken in Minitab.

With the increasing use of electronic means of gathering information, recording data directly in the lab book might be impractical.

In this case:

- Make notes of how the data was gathered in your notebook.
- Keep the data well organised on the computer with sensible file names and folder names. Write the file names etc in your lab book.

KEEP A BACKUP OF YOUR DATA (the importance of this cannot be over-emphasised).

- Print out a summary of the results and place them in your notebook.

The key point here is that someone else should be able to go to your notebook, see what you did, and examine how you have analysed the results.

- Make a note of any incidental observations that you observed (e.g. were some individuals of strikingly different sizes to others, did some treatments appear to be diseased etc).

If in doubt, write it down!

Your laboratory notebook must be handed in with your project report.

14.24 Assessment of Dissertations and Undergraduate Ambassadors Scheme.

This section tells you the criteria the examiners will use when they assess your dissertation.

14.25 Criteria for dissertation assessment:

Dissertations are assessed on the following areas using the criteria listed below.

- Understanding of relevant issues
- Structure and logical development
- Reading and data sources
- Evaluation and synthesis
- Critical analysis
- Style
- Presentation

Exceptional performance: Extremely insightful. Exceptional width and breadth of knowledge. Beautifully structured, developing and explaining complex arguments clearly. Takes a highly innovative approach to answering the question. Material drawn from unusual sources and used to develop a novel approach. Clever ideas or novel combinations of ideas. Outstanding critical analysis with their own ideas strongly evident. Gaps in current knowledge identified. Beautifully written. Has included their own diagrams of very high quality.

Class 1: Excellent understanding and exposition of relevant issues. Wide-ranging and accurate. Clearly structured. Excellent logical development of arguments. Substantial evidence of wide and relevant reading using primary data sources,

research papers and reviews. Relevant data clearly presented. Excellent evaluation and synthesis of material. High standard of critical analysis throughout. Clearly written in unambiguous, readable English. Style, grammar and syntax good. Figures and diagrams used that are relevant and well designed. References properly cited in text and in reference list. Overall design and presentation of dissertation excellent.

Class 2.1: Good understanding and exposition of relevant issues. Identifies major themes and describes these accurately. Well structured. Good logical development of arguments. A good coverage of the literature although may rely more on reviews than original research papers. Relevant data clearly presented. Good evaluation and synthesis of material. Good standard of critical analysis evident. Clearly written with acceptable style, grammar and syntax. Figures and diagrams used that are relevant and well designed. References properly cited in text and in reference list. Overall design and presentation of dissertation good.

Class 2.2: Adequate understanding and exposition of relevant issues. Most major themes are identified but may lack depth. Reasonable structure but could be improved. Arguments reasonably clear but not fully developed. Some relevant reading but based largely upon reviews with limited evidence of having examined primary sources. Over-reliance on lecture material or secondary web sources. Limited presentation of relevant data. Limited evaluation and synthesis of material. Limited critical analysis. Writing not consistently clear and style, grammar and syntax may be variable. Figures and diagrams not used to best advantage. References mainly properly cited in text and in reference list. Overall design and presentation of dissertation adequate.

Class 3: Poor understanding and exposition of relevant issues. Some major themes may have been omitted or misunderstood. Poor structure in places. Arguments not very clear. Little relevant reading - restricted to one or two reviews with little evidence of having examined primary sources. Extensive use of secondary web sources or lecture notes. Relevant data often lacking. Insufficient evaluation and synthesis of material. Little effective critical analysis with flaws in analysis evident. Writing inconsistent or poor. Style, syntax and grammar poor. Errors and omissions in the text. Figures and diagrams not well used. References poorly cited in text and an inadequate reference list. Overall design and presentation of dissertation adequate.

Pass: Very weak understanding and exposition of relevant issues. A few themes presented, but these lack any depth. Poor structure. Weak analysis and arguments. Minimal external reading - over-reliance on a single review with no evidence of having examined primary sources. Draws extensively on a limited number of secondary web resources. Little presentation of relevant data. Very little or superficial evaluation or synthesis. Very little effective critical analysis or contains significant flaws in analysis. Poorly written. Text contains errors and omissions. Figures and diagrams either not used or badly used. Significant errors in references. Overall design and presentation of dissertation barely adequate.

Fail: Little or no understanding of relevant issues. Little if any structure. No analysis or argument. No external reading. Drawn exclusively from secondary web sources or lecture notes. No presentation of relevant data. No significant evaluation or synthesis of material. No effective critical analysis or major errors in analysis evident. Unintelligible in places. Many errors and omissions. No use of diagrams

and figures. Limited or no references. Overall design and presentation of dissertation very poor.

Bad fail: Profound ignorance of the subject. No effective structure - a jumbled mess or random notes. No external reading. Drawn from one or two web resources. Nothing relevant or massive digression from the topic. No attempt at critical analysis or extensive and continuous flaws in analysis evident. Riddled with errors in syntax and grammar. A random assortment of partial sentences. Terrible presentation with no attempt to present the work well.

Your dissertation will be independently assessed by your supervisor and a second marker.

Your dissertation will not be returned to you. If you wish to have your own copy you should make one before handing it in.

14.26 Assessment of Undergraduate Ambassadors Scheme Projects.

This section tells you the sorts of question the examiners will be asking when they assess your project report. You should use these questions as the objectives you are aiming to achieve in your project report. The examiners will assess your project report under the headings below and the weighting that will be given to each section is shown as a percentage.

Log Book (5%)

- Are the contact sessions clearly documented including dates, times and activities undertaken?

- Is their evidence of reflection on experiences demonstrating insight into the educational context?

Placement Supervisor Assessment Form (5%)

Biological Introduction (20%)

- Does the introduction provide the appropriate background to the project?
- Are links made to the scientific literature?
- Are the case studies topical, well researched and appropriately presented?
- Have the appropriate references been cited?

Educational Introduction (15%)

- Are the aims and objectives of the project clearly stated?
- Is the educational context clearly described?

The Project Documentation (40%)

- Does the text contain a clear, accurate description of the project?
- Is the rationale of how the project seeks to convey the chosen topic clearly explained?
- Are the educational aims and objectives of the project clearly stated?
- Are the materials developed well designed to achieve the stated aims and objectives?
- Are the materials developed well presented?

Assessment of effectiveness (10%)

- Are weaknesses and limitations in the approach identified and possible improvements identified?
- If some sections of the project have not worked, are these identified and the reasons for this discussed?

- Are strengths and successes in the approach identified?

Presentation (5%)

- Is the project well presented?
- Are appropriate sections used correctly?
- Does it look clear, neat and tidy?
- Are references cited correctly and uniformly?
- Is the report written in clear, grammatical English?
- Is the title appropriate and succinct?
- Has external help been acknowledged?

Exceptional performance indicators. The educational project is exceptionally innovative using novel, exciting and appropriate ways of teaching aspects of biology to a target group of students.

The educational project adapts and implements cutting edge educational theory in a classroom setting showing a keen awareness of the strengths and weaknesses of these new ideas.

The materials produced for the project are of an excellent standard such that they provide a high quality lasting resource for the school.

The write up displays a high level of understanding of the educational theory underpinning the project coupled with a clear critical appraisal of the implementation.

14.27 Ethics Within the Department of Animal & Plant Sciences.

If your research involves animals or human participants, data or tissue, your work needs to be approved by an ethics review committee. The procedures you will need

to follow for research involving (a) animals; and (b) human participant, data, or tissue, are outlined below. The procedures apply to all members of the University, (staff and students) and whether research activities are within or outside the University premises or facilities. They also apply to individuals who are not members of the University but undertake research activities with University premises or facilities (e.g. collaborative research project involving non-university staff or student).

The ethics administrator for the department is: Mrs Sue Carter, email s.a.carter@sheffield.ac.uk ext 24376. Please contact her for details of the departmental review procedures.

SECTION 15 DEGREE COURSE STRUCTURES AT LEVEL 3

In each year of a degree course you are required to take units to a total value of 120 credits. You must take a total value of at least 40 credits in each semester. Each degree course within the Department of Animal & Plant Sciences has a specified structure at level 3, consisting of compulsory units that you must take, and approved units that you choose from a list specified for each degree course.

	APS344 Topics in Evolutionary Genetics	10
ii)	APS306 Tropical Rain Forest Biology Field Course	10
	APS336 Animal Ecology and Behaviour Field Course	10
	APS337 Behavioural Ecology Field Course	10
	APS343 Arctic Ecosystems Field Course	10

Animal Behaviour students will take:

a)	core modules:	Credits
	APS301 Cooperation and Conflict	10
	APS320 Sex and Reproduction	10
	APS330 Project	20
b)	a unit to the value of twenty credits from the following:	
	APS331 Dissertation	20
	APS340 Undergraduate Ambassadors Scheme	20
c)	units to the value of sixty credits from the following, not more than ten credits being selected from (ii):	
i)	APS304 Community Ecology	10
	APS318 Ecotoxicology	10
	APS321 Trends in Biology	10
	APS326 Biology and Ethics	10
	APS327 History and Philosophy of Science	10
	APS329 Issues in Conservation Biology	10
	APS341 Evolution of Terrestrial Ecosystems	10
	APS342 Evolutionary Ecology	10

Biology students will take:

a)	core modules:	Credits
	APS330 Project	20
b)	a unit to the value of twenty credits from the following:	
	APS331 Dissertation	20
	APS340 Undergraduate Ambassadors Scheme	20
c)	units to the value of twenty credits from the following, not more than ten credits being selected from (ii):	
i)	APS308 Environmental Regulation in Plants	10
	APS313 Global Change	10
	APS321 Trends in Biology	10
	APS325 Life in Extreme Environments	10
	APS326 Biology and Ethics	10
	APS327 History and Philosophy of Science	10
	APS341 Evolution of Terrestrial Ecosystems	10
	APS346 Sustainable Agro-Ecosystems	10
ii)	APS306 Tropical Rain Forest Biology Field Course	10
	APS336 Animal Ecology and Behaviour Field Course	10

APS337 Behavioural Ecology Field Course 10
 APS343 Arctic Ecosystems Field Course 10

d) units to the value of twenty credits from the following:

APS301 Cooperation and Conflict 10
 APS304 Community Ecology 10
 APS318 Ecotoxicology 10
 APS320 Sex and Reproduction 10
 APS321 Trends in Biology 10
 APS329 Issues in Conservation Biology 10
 APS342 Evolutionary Ecology 10
 APS344 Topics in Evolutionary Genetics 10

e) Level 3 APS, BMS and MBB units to the value of forty credits.

Biology with Conservation and Biodiversity students will take:

a) core modules: Credits

APS329 Issues in Conservation Biology 10
 APS330 Project 20

b) a unit to the value of twenty credits from the following:

APS331 Dissertation 20
 APS340 Undergraduate Ambassadors Scheme 20

c) units to the value of twenty credits from the following:

APS304 Community Ecology 10
 APS313 Global Change 10
 APS321 Trends in Biology 10

d) a unit to the value of ten credits from the following:

APS306 Tropical Rain Forest Biology Field Course 10
 APS336 Animal Ecology and Behaviour Field Course 10

APS337 Behavioural Ecology Field Course 10

APS343 Arctic Ecosystems Field Course 10

e) units to the value of forty credits from the following:

APS301 Cooperation and Conflict 10
 APS308 Environmental Regulation in Plants 10
 APS318 Ecotoxicology 10
 APS320 Sex and Reproduction 10
 APS325 Life in Extreme Environments 10
 APS326 Biology and Ethics 10
 APS327 History and Philosophy of Science 10
 APS341 Evolution of Terrestrial Ecosystems 10
 APS342 Evolutionary Ecology 10
 APS344 Topics in Evolutionary Genetics 10
 APS346 Sustainable Agro-Ecosystems 10
 Units listed at c) above

Biology with a Modern Language students will take:

a) core modules: Credits

APS330 Project 20

b) a unit to the value of twenty credits from the following:

APS331 Dissertation 20
 APS340 Undergraduate Ambassadors Scheme 20

c) units to the value of thirty credits from the following, with not more than ten credits being selected from (ii):

(i)	APS308 Environmental Regulation in Plants	10	MLT314 German 4A	10
	APS313 Global Change	10	MLT315 German 4B	10
	APS325 Life in Extreme Environments	10	MLT316 Italian 4A	10
	APS327 History and Philosophy of Science	10	MLT317 Italian 4B	10
	APS341 Evolution of Terrestrial Ecosystems	10	ii) MLT327A Tandem Learning Module Stage 5 Spanish/English	10
	APS346 Sustainable Agro-Ecosystems	10	MLT327B Tandem Learning Module Stage 5 Spanish/English	10
(ii)	APS306 Tropical Rain Forest Biology Field Course	10	MLT328A Tandem Learning Module Stage 5 Italian/English	10
	APS336 Animal Ecology and Behaviour Field Course	10	MLT328B Tandem Learning Module Stage 5 Italian/English	10
	APS337 Behavioural Ecology Field Course	10	MLT350 French 5A	10
	APS343 Arctic Ecosystems Field Course	10	MLT351 French 5B	10
d)	units to the value of thirty credits from the following:		MLT354 German 5A	10
	APS301 Cooperation and Conflict	10	MLT355 German 5B	10
	APS304 Community Ecology	10		
	APS318 Ecotoxicology	10		
	APS320 Sex and Reproduction	10		
	APS321 Trends in Biology	10		
	APS329 Issues in Conservation Biology	10		
	APS342 Evolutionary Ecology	10		
	APS344 Topics in Evolutionary Genetics	10		
e)	units to the value of twenty credits from one of the following:			
i)	If not selected at level 2			
	MLT310 French 4A	10		
	MLT311 French 4B	10		
	MLT312 Spanish 4A	10		
	MLT313 Spanish 4B	10		
			Biology with a Year Abroad Students will take:	
			a) core modules:	Credits
			APS240 Data Analysis	10
			APS330 Project	20
			APS331 Dissertation	20
			b) units to the value of twenty credits from the following:	
			APS308 Environmental Regulation in Plants	10
			APS313 Global Change	10
			APS325 Life in Extreme Environments	10
			APS326 Biology and Ethics	10
			APS327 History and Philosophy of Science	10
			APS341 Evolution of Terrestrial Ecosystems	10

	APS346 Sustainable Agro-Ecosystems	10		APS313 Global Change	10
c)	units to the value of twenty credits from the following:			APS321 Trends in Biology	10
	APS301 Cooperation and Conflict	10		APS325 Life in Extreme Environments	10
	APS304 Community Ecology	10		APS326 Biology and Ethics	10
	APS318 Ecotoxicology	10		APS327 History and Philosophy of Science	10
	APS320 Sex and Reproduction	10		APS341 Evolution on Terrestrial Ecosystems	10
	APS321 Trends in Biology	10		APS346 Sustainable Agro-Ecosystems	10
	APS329 Issues in Conservation Biology	10	e)	units to the value of thirty credits from the following:	
	APS342 Evolutionary Ecology	10		APS301 Cooperation and Conflict	10
	APS344 Topics in Evolutionary Genetics	10		APS304 Community Ecology	10
d)	Level 3 APS, BMS and MBB units to the value of thirty credits.			APS318 Ecotoxicology	10

Ecology students will take:

a)	core modules:	Credits
	APS330 Project	20
b)	a unit to the value of twenty credits from the following:	
	APS331 Dissertation	20
	APS340 Undergraduate Ambassadors Scheme	20
c)	units to the value of ten credits from the following:	
	APS306 Tropical Rain Forest Biology Field Course	10
	APS336 Animal Ecology and Behaviour Field Course	10
	APS337 Behavioural Ecology Field Course	10
	APS343 Arctic Ecosystems Field Course	10
d)	units to the value of thirty credits from the following:	
	APS308 Environmental Regulation in Plants	10

	APS321 Trends in Biology	10
	APS325 Life in Extreme Environments	10
	APS326 Biology and Ethics	10
	APS327 History and Philosophy of Science	10
	APS341 Evolution on Terrestrial Ecosystems	10
	APS346 Sustainable Agro-Ecosystems	10
e)	units to the value of thirty credits from the following:	
	APS301 Cooperation and Conflict	10
	APS304 Community Ecology	10
	APS318 Ecotoxicology	10
	APS320 Sex and Reproduction	10
	APS321 Trends in Biology	10
	APS329 Issues in Conservation Biology	10
	APS342 Evolutionary Ecology	10
	APS344 Topics in Evolutionary	10
f)	units to the value of ten credits from (d) or (e) above	

Plant Science students will take:

a)	core modules:	Credits
	APS330 Project	20
b)	a unit to the value of twenty credits from the following:	
	APS331 Dissertation	20
	APS340 Undergraduate Ambassador Scheme	20
c)	units to the value of eighty credits from the following, not	

more than ten credits being selected from (ii):

i)	APS308 Environmental Regulation in Plants	10
	APS313 Global Change	10
	APS321 Trends in Biology	10
	APS325 Life in Extreme Environments	10
	APS326 Biology and Ethics	10
	APS327 History and Philosophy of Science	10
	APS329 Issues in Conservation Biology	10
	APS341 Evolution of Terrestrial Ecosystems	10
	APS342 Evolutionary Ecology	10
	APS346 Sustainable Agro-Ecosystems	10
	MBB304 Plant Biotechnology	10
ii)	APS306 Tropical Rain Forest Biology Field Course	10
	APS336 Animal Ecology and Behaviour Field Course	10
	APS337 Behavioural Ecology Field Course	10
	APS343 Arctic Ecosystems Field Course	10

i)	APS301 Cooperation and Conflict	10
	APS304 Community Ecology	10
	APS318 Ecotoxicology	10
	APS320 Sex and Reproduction	10
	APS321 Trends in Biology	10
	APS325 Life in Extreme Environments	10
	APS326 Biology and Ethics	10
	APS327 History and Philosophy of Science	10
	APS329 Issues in Conservation Biology	10
	APS341 Evolution in Terrestrial Ecosystems	10
	APS342 Evolutionary Ecology	10
	APS344 Topics in Evolutionary Genetics	10
ii)	APS306 Tropical Rain Forest Biology Field Course	10
	APS336 Animal Ecology and Behaviour Field Course	10
	APS337 Behavioural Ecology Field Course	10
	APS343 Arctic Ecosystems Field Course	10

Zoology students will take:

a)	core modules:	Credits
	APS330 Project	20
b)	a unit to the value of twenty credits from the following:	
	APS331 Dissertation	20
	APS340 Undergraduate Ambassadors Scheme	20
c)	units to a value of eighty credits from the following, not more than ten credits being selected from (ii):	

SECTION 16 LEVEL 3 MODULES OFFERED BY THE DEPARTMENT OF ANIMAL AND PLANT SCIENCES

Module Number	Module Title	Sem	Credit	Recommended Requisite	Co/Pre Requisite
APS301	Cooperation and Conflict	2A	10	-	APS209
APS304	Community Ecology	1B	10	APS208	-
APS306	Tropical Rain Forest Biology Field Course (1*)	1	10	-	-
APS308	Environmental Regulations in Plants	1B	10	-	-
APS313	Global Change	2A	10	-	-
APS318	Ecotoxicology	1A	10	-	-
APS320	Sex and Reproduction	2B	10	-	APS209 APS301
APS321	Trend in Biology	1A&B	10	-	-
APS325	Life in Extreme Environments	2A	10	-	-
APS326	Biology and Ethics	1B	10	-	-
APS327	History and Philosophy of Science	1A	10	-	-
APS329	Issues in Conservation Biology	2B	10	-	-
APS330	Project	1	20	-	APS240 APS L2 Practicals
APS331	Dissertation (1*)	2	20	-	-

APS332	Issues in Environmental Science (2*)	2	10	-	-
APS336	Animal Ecology and Behaviour Field Course (1*)	1	10	-	-
APS337	Behavioural Ecology (Iberia) Field Course (1*)	1	10	-	-
APS340	Undergraduate Ambassadors Scheme	1 & 2	20	-	-
APS341	Evolution of Terrestrial Ecosystems	2A	10	-	-
APS342	Evolutionary Ecology	1B	10	-	-
APS343	Arctic Ecosystems Field Course (1*)	1	10	-	-
APS344	Topics in Evolutionary Genetics	2B	10	-	-
APS346	Sustainable Agro-Ecosystems	1A	10	-	-

(1*) = Not available to ES students

(2*) = available only to ES students

APS301 COOPERATION AND CONFLICT

LEVEL: 3 **SEMESTER:** 2A
CREDITS: 10 **PRE-REQUISITE:** APS209 ANIMAL BEHAVIOUR
TEACHING STAFF: PROFESSOR BEN HATCHWELL, DR FIONA HUNTER,
CO-ORDINATOR: PROFESSOR BEN HATCHWELL

AIMS:

This course will:

- Introduce students to a range of issues and topics of central theoretical importance in the field of behavioural ecology in relation to selfishness and altruism.
- Show how a combination of observation and field and laboratory experimentation is used to test hypotheses originating from theoretical work.
- Indicate how different areas of behavioural ecology are inter-related and to encourage the synthesis of ideas.
- Provide an introduction to the primary literature on particular topics currently at the 'cutting edge' of behavioural ecology, and to use this to stimulate independent thought.

CONTENT:

An introduction to the fundamental tenets and history of ideas in behavioural ecology. Conflict and co-operation from the level of the gene to mutualistic interactions among species. Optimal behaviour strategies to maximise fitness, either individually or in families. The influence of kinship on behaviour, and the evolution of cooperation among non-kin.

DELIVERY METHOD: 15 lectures **STUDENT CONTACT HOURS:** 15
ASSESSMENT METHOD: 1½ hour examination. **ASSESSMENT WEIGHTING:** 100% Exam

FEEDBACK: Students can receive feedback on performance in examinations by arranging a meeting with their personal tutor at the start of the following Semester.

APS304 COMMUNITY ECOLOGY

LEVEL: 3 **SEMESTER:** 1B
CREDITS: 10 **PRE-REQUISITE:** APS208 ANIMAL POPULATION & COMMUNITY ECOLOGY
TEACHING STAFF: DR PHILIP WARREN **CO-ORDINATOR:** DR PHILIP WARREN

AIMS:

This course will provide an introduction to a number of current ideas and problems in community ecology, and an introduction to the primary literature on each topic. It will examine the way in which combinations of data collection from natural systems, mathematical (or other) models, and experimental studies have been used to investigate each topic, and the extent to which each has shaped our understanding of the problem. The course will also, where appropriate, outline the relationships between basic ecological principles and applied ecological problems in each area.

CONTENT:

The course considers a series of concepts, theories, or observations which are significant to our understanding of the structure and dynamics of natural communities and populations. Approaches vary from one topic to another, but include some or all of the following elements: problems or questions raised by that topic; patterns in data from natural systems; possible mechanisms resulting in such patterns; tests of such mechanisms; synthesis of evidence, implications and conclusions. Emphasis is on presentation of the ideas and evidence, evaluation of the strengths and weaknesses of such evidence, and assessment of what, if any, overall conclusions can be drawn.

The course deals with a number of interrelated topics which are grouped into the following broad areas: concepts of the community; limits to diversity; assembly and invasion; interactions and food webs; spatial structure.

DELIVERY METHOD: 16 lectures **STUDENT CONTACT HOURS:** 16
ASSESSMENT METHOD: 1½ hour examination. **ASSESSMENT WEIGHTING:** 100% Exam

FEEDBACK: Students can receive feedback on performance in examinations by arranging a meeting with their personal tutor after mid-March 2012.

APS306 TROPICAL RAIN FOREST BIOLOGY FIELD COURSE

LEVEL: 3 **SEMESTER:** 1A (Summer Vacation)
CREDITS: 10 **TEACHING STAFF:** PROFESSOR ROB FRECKLETON, PROFESSOR JULIE SCHOLES, PROFESSOR MIKE SIVA-JOTHY
CO-ORDINATOR: PROFESSOR JULIE SCHOLES
RESTRICTIONS: Not available to ES

AIMS:

The aim of this field course is to provide an introduction to the tropical rain forest environment, community structure, composition, biodiversity and ecosystem function. It is designed to develop a broad range of practical and intellectual skills including; hypothesis testing, experimental design, collecting and analysing field data and collaborative/group work.

CONTENT:

The course will take place in Sabah, Malaysian Borneo at the Danum Valley Field Centre. The field centre is located in the Danum Valley Conservation area by the banks of the Segama river. It is a well equipped scientific research station which comprises, laboratories, conference room, library, computer room, dining area and hostel accommodation. On the first day of the field course students will attend a forest safety course. The following day students will go on a field excursion to primary and secondary forest, and visit a forest rehabilitation project (FACE nursery). The following five days will be spent carrying out small group projects (devised with the help of teaching staff.). In the evenings students will be expected to carry out preliminary analyses of data, conduct small library-based projects and to present this work to the rest of the group. The final day will be spent in the laboratory analysing data, preparing and giving presentations.

DELIVERY METHOD:	8 day residential field course plus 4 days travelling	STUDENT CONTACT HOURS:	64
ASSESSMENT METHOD:	Project report, presentation.	ASSESSMENT WEIGHTING:	90% Report, 10% Presentation
TURNITIN SUBMISSION:	None		

FEEDBACK: Students will receive feedback frequently during the Field Course and written feedback will be available on your Field Course Write Up during December 2011.

APS308 ENVIRONMENTAL REGULATION IN PLANTS

LEVEL: 3 **SEMESTER:** 1B

CREDITS: 10 **TEACHING STAFF:** PROFESSOR RICHARD LEEGOOD, PROFESSOR JULIE GRAY, DR STEPHEN ROLFE, PROFESSOR ANDREW FLEMING

CO-ORDINATOR: DR STEPHEN ROLFE

AIMS:

This course will examine the signals and mechanisms which control plant development and explain how plants have evolved to exist in different growth environments taking the process of carbon assimilation as the central theme. The overall aim of the course is to develop an understanding of the concepts involved rather than cover many different topics; therefore only a few topics will be discussed, but these will be covered in depth.

CONTENT:

This course focuses on the signals (both environment and internal) and processes which regulate plant development and associated changes in plant growth and physiology. Particular emphasis will be placed on the wide range of techniques which are being applied to the study of plants resulting in rapid scientific progress in this area. Several examples will be studied in depth; the development of the *Rhizobium* legume symbiosis; the control of flower and seed development, the regulation of stomata, environmental control of enzyme activity; the physiological, ecological and evolutionary aspects of photosynthesis in C4 plants.

DELIVERY METHOD: 15 lectures **STUDENT CONTACT HOURS:** 15

ASSESSMENT METHOD: 1½ hour examination. **ASSESSMENT WEIGHTING:** 100% Exam

FEEDBACK: Students can receive feedback on performance in examinations by arranging a meeting with their personal tutor after mid-March 2012.

APS313 GLOBAL CHANGE

LEVEL: 3 **SEMESTER:** 2A
CREDITS: 10
TEACHING STAFF: PROFESSOR IAN WOODWARD, PROFESSOR DAVID BEERLING
CO-ORDINATOR: PROFESSOR IAN WOODWARD

AIMS:

This course will provide a framework for understanding the nature and scale of evolution, adaptation and ecophysiological responses of plants to their atmospheric environment.

CONTENT:

The course will provide a framework for understanding the nature and scale of evolution, adaptation and ecophysiological responses of plants to their atmospheric environment. The course will address the following scales in time and space: land plant evolution over the last 400 million years; plant responses to environmental extremes, seen both as geological extinction events and with changes in altitude and latitude; global and local scales of plant responses to past, present and likely future carbon dioxide concentrations.

DELIVERY METHOD: 12 lectures **STUDENT CONTACT HOURS:** 12
ASSESSMENT METHOD: Coursework **ASSESSMENT WEIGHTING:** 100% Coursework
TURNITIN SUBMISSION: Coursework essay

FEEDBACK: Students will receive feedback on coursework before the end of the semester and will be available for review at the start of the following semester.

APS318 ECOTOXICOLOGY

LEVEL: 3 **SEMESTER:** 1A
CREDITS: 10 **TEACHING STAFF:** PROFESSOR LORRAINE MALTBY
CO-ORDINATOR: PROFESSOR LORRAINE MALTBY

AIMS:

This course will:

- Introduce the principles and practice of ecotoxicology;
- Consider the types of questions addressed by ecotoxicologists and the approaches used;
- Describe the fate of contaminants in ecosystems and their effects on organisms.

CONTENT:

The course is divided into two sections. The first part of the course includes a consideration of the fate and effects of chemicals in ecosystems as well as a discussion of how ecological effects may be predicted and assessed. The second part of the course considers how ecotoxicological principles have been applied and discusses some of the legislation involved in the control of pollution. Topics discussed include: uptake, accumulation and transport of chemicals; lethal and sublethal effects; single-species and multi-species studies; adaptation and acclimation; test standardisation, sensitivity and ecological relevance; biomonitoring and impact assessment; ecological risk assessment; legal control of pollution.

DELIVERY METHOD: 12 lectures **STUDENT CONTACT HOURS:** 12
ASSESSMENT METHOD: Coursework. **ASSESSMENT WEIGHTING:** 100% Coursework
TURNITIN SUBMISSION: Coursework essay

FEEDBACK: Students can receive feedback on coursework by arranging a meeting with their personal tutor after mid-March 2012.

APS320 SEX AND REPRODUCTION

LEVEL:	3	SEMESTER:	2B
CREDITS:	10	PRE-REQUISITES:	APS209 and APS301
TEACHING STAFF:	PROFESSOR BEN HATCHWELL, DR FIONA HUNTER		
CO-ORDINATOR:	PROFESSOR BEN HATCHWELL		

AIMS:

This course will:

- Introduce students to a range of issues and topics of central theoretical importance in the field of behavioural ecology in relation to reproduction.
- Show how a combination of observation and field and laboratory experimentation is used to test hypotheses originating from theoretical work.
- Indicate how different areas of behavioural ecology are inter-related and to encourage the synthesis of ideas.
- Provide an introduction to the primary literature on particular topics currently at the 'cutting edge' of behavioural ecology, and to use this to stimulate independent thought.

CONTENT:

This course builds on the fundamental ideas of conflict and co-operation introduced in APS301. The first part of the course will describe how variation in potential reproductive rates provides the basis for sexual selection. The processes and models of sexual selection will be discussed and evaluated. The second part of the course examines how individuals pursue reproductive strategies to maximise their fitness. The profound influence that sperm competition and ecological factors can have on vertebrate and invertebrate reproductive systems will be discussed. The course will blend both functional and mechanistic approaches to these central questions in evolutionary biology.

DELIVERY METHOD:	15 lectures	STUDENT CONTACT HOURS:	15
ASSESSMENT METHOD:	1½ hour examination	ASSESSMENT WEIGHTING:	100% Exam

FEEDBACK: Students can receive feedback on performance in examinations by arranging a meeting with their personal tutor at the start of the following Semester.

APS321 TRENDS IN BIOLOGY

LEVEL: 3 **SEMESTER:** 1A&B
CREDITS: 10 **TEACHING STAFF:** PROFESSOR MIKE SIVA-JOTHY, DR JENS ROLFF, DR COLIN OSBORNE, VISITING SEMINAR SPEAKERS
CO-ORDINATOR: DR JENS ROLFF

AIMS:

This course will:

- Provide students with an insight into current issues in animal and plant sciences through the medium of research presentations.
- Foster and develop skills in the acquisition, processing and presentation of information.
- Develop skills in written and oral communication

CONTENT:

Selected lectures and seminars within the School of Biological Sciences.

DELIVERY METHOD:

10 seminars from invited speakers. Workshops to discuss and expand on seminar topics. .

STUDENT CONTACT HOURS: 16

ASSESSMENT METHOD: Abstract. Seminar notebooks. Oral examination in form of a viva.

ASSESSMENT WEIGHTING: 60% Abstracts, 10% Notebook, 30% Viva

TURNITIN SUBMISSION: None

FEEDBACK: Students will receive written feedback within 1 Week on all Abstracts handed in.

APS325 LIFE IN EXTREME ENVIRONMENTS

LEVEL: 3 **SEMESTER:** 2A
CREDITS: 10 **TEACHING STAFF:** DR STEPHEN ROLFE, DR JONATHAN GRAVES,
CO-ORDINATOR: DR STEPHEN ROLFE

AIMS:

This course will:

- Link the growth and ecology of plants, micro-organisms and animals in extreme environments with their physiology and biochemistry in order to understand the mechanisms which enable them to grow and survive.
- Examine the methods that can be used to investigate the diversity and function of life in extreme environments.

CONTENT:

The course will examine the biology of plants, micro-organisms and some limited examples of animals in extreme environments. The importance of interactions between organisms, and particularly symbioses, in nutrient acquisition is considered. The course will identify common problems that are faced by life in extreme environments and the physical, biochemical and physiological adaptations that allow organisms to withstand these conditions. Examples will be taken from a diversity of extreme environments, including tropical rain forests, saline and metal rich environments, hot springs and deep sea vents, in rocks, ice and water.

DELIVERY METHOD: 15 lectures

STUDENT CONTACT HOURS: 15

ASSESSMENT METHOD: 1½ hour examination. **ASSESSMENT WEIGHTING:** 100% Exam

FEEDBACK: Students can receive feedback on performance in examinations by arranging a meeting with their personal tutor at the start of the following Semester.

APS326 BIOLOGY AND ETHICS

LEVEL:	3	SEMESTER:	1B
CREDITS:	10	TEACHING STAFF:	DR STEPHEN ROLFE, DR JONATHAN GRAVES
CO-ORDINATOR:	DR STEPHEN ROLFE		

AIMS:

This course will:

- Provide students with an insight into current ethical issues in biology.
- Introduce the concepts of moral theory, risk assessment and regulation, the balance between choice, the right to privacy, ownership and intellectual property rights.
- Demonstrate how ethical issues have been viewed from a historical perspective and current public understanding of science.
- Involve the student in investigating, presenting and discussing ethical issues by means of questions, seminars and preparing a poster.

CONTENT:

As the pace of biological research continues to increase, society and scientists are continuously faced with ethical issues. This course examines areas where biology and ethics interact using a series of topical examples including medicine, agriculture, industry and environment. In each case ethical concepts will be examined and discussed in the context of the right to privacy, ownership, current regulation, historical perspectives and the public understanding of science.

DELIVERY METHOD: 12 lectures and discussion sessions

STUDENT CONTACT HOURS: 15 (12 plus poster session [2x 1½])

ASSESSMENT METHOD: Poster, Diary and talks (includes peer assessment). **ASSESSMENT WEIGHTING:** 100% Coursework

FEEDBACK: Students are required to submit an outline of their poster topic for approval and will receive feedback within 1 week on its suitability and scope. Students can also receive feedback online, via email.

APS327 HISTORY AND PHILOSOPHY OF SCIENCE

LEVEL: 3 **SEMESTER:** 1A
CREDITS: 10 **CO-ORDINATOR:** PROFESSOR TIM BIRKHEAD

AIMS:

This course will:

- Describe what science is and how it works, using biology as the main theme. The course will start by considering three major areas of biology: reproduction, evolution and sexual selection and examine how each of these disciplines developed. Using these examples as a foundation the different ways science is conducted will be described.
- Provide insights into the links between historical and contemporary science and the way science is conducted.
- Develop skills in the evaluation of information and the nature of science.
- Develop skills in written and oral presentation.

CONTENT:

The course comprises lectures on the history of biological thought covering: (i) Reproduction, (ii) Evolution, and (iii) Sexual Selection. There will be a one-day conference at which students present prepared papers. Other topics discussed will include: (i) ethics in science, (ii) sexism in science, (iii) philosophy in science and (iv) the popularisation of science and communicating science to the public.

DELIVERY METHOD: 9 lectures and a 1-day conference (Monday 28th November 2011) at which the students present prepared papers.
STUDENT CONTACT HOURS: 17
ASSESSMENT METHOD: Presentation and a viva in which their contribution will be discussed.
ASSESSMENT WEIGHTING: 100% Presentation, Coursework and Viva.
FEEDBACK: Students can receive feedback on coursework before the end of term

APS329 ISSUES IN CONSERVATION BIOLOGY

LEVEL:	3	SEMESTER:	2B
CREDITS:	10	TEACHING STAFF:	DR FIONA HUNTER, DR KARL EVANS, DR TOM WEBB
CO-ORDINATOR:	DR FIONA HUNTER		

AIMS:

This module will:

- Introduce students to a range of topical issues in conservation biology.
- Illustrate the interplay between pure and applied studies in conservation biology.
- Encourage independent thought on topical issues in conservation biology.
- Provide an introduction to the primary literature on selected issues in conservation biology.

CONTENT:

Human activities strongly shape the abundance and occurrence of species across the Earth. The populations and distributions of some are drastically reduced, often bringing them to the brink of extinction or pushing them over. This course examines a number of topical issues in the field of conservation biology, using examples drawn from marine and terrestrial systems, and from a wide diversity of groups of organisms.

DELIVERY METHOD:	12 lectures
STUDENT CONTACT HOURS:	12
ASSESSMENT METHOD:	1½ hour examination (essay type questions).
ASSESSMENT WEIGHTING:	100% Exam

FEEDBACK: Students can receive feedback on performance in examinations by arranging a meeting with their personal tutor at the start of the following Semester.

APS330 PROJECT

LEVEL:	3	SEMESTER:	1
CREDITS:	20	PRE-REQUISITE:	APS LEVEL 2 PRACTICAL MODULES
TEACHING STAFF:	EACH STUDENT WILL BE ALLOCATED A SUPERVISOR		
CO-ORDINATOR:	DR STEPHEN ROLFE		

AIMS:

The aim of a project is to provide an opportunity to undertake an original investigation.

CONTENT:

The area of project work will depend on the supervisor. Supervisors will offer project work in broad areas related to their research interests. Students will be allocated to supervisors on the basis of student preference and overall performance in Level 1 and Level 2 (semester 1) examinations. Once allocated to a supervisor, the exact nature of project work will be decided in consultation with the supervisor. Further details can be found at <http://www.shef.ac.uk/aps/currentug/resources/howto.html>.

DELIVERY METHOD: Work in the laboratory or field and discussion sessions with the supervisor.

STUDENT CONTACT HOURS: Meetings with the supervisor at least once a fortnight. As an overall guide, the total amount of time that should be spent on a project, including preparation, performance, writing-up and discussions with the supervisor should be about 180 hours.

ASSESSMENT METHOD: Project report. Performance in the laboratory or field including notebook.

ASSESSMENT WEIGHTING: 90% Report, 10% Performance & Notebook

TURNITIN SUBMISSION: Report

FEEDBACK: Students will receive feedback on up to 25% of the project. No feedback will be given after 12th December 2011. Students will also receive feedback (written or verbal) from meetings with project supervisors (at approximately 2 week intervals). Feedback will normally be given within 7 days. You will also be able to see your marked project after the January examinations are complete.

APS331 DISSERTATION

LEVEL: 3 **SEMESTER:** 2
CREDITS: 20 **TEACHING STAFF:** EACH STUDENT WILL BE ALLOCATED A SUPERVISOR
CO-ORDINATOR: DR STEPHEN ROLFE
RESTRICTIONS: Not available to ES students.

AIMS:

The aim of a dissertation is to provide a critical review of a specific topic.

CONTENT:

The area of dissertation work will depend on the supervisor. Supervisors will offer dissertation work in broad areas related to their research interests. Students will be allocated to supervisors on the basis of student preference and overall performance in Level 1 and Level 2 (semester 1) examinations. Once allocated to a supervisor, the exact nature of dissertation work will be decided in consultation with the supervisor. Further details can be found at <http://www.shef.ac.uk/aps/currentug/resources/howto.html>.

DELIVERY METHOD: Discussion sessions with the supervisor.

STUDENT CONTACT HOURS: Meetings with supervisor at least once a fortnight. As an overall guide, the total amount of time that should be spent on a dissertation, including searching-out information, reading, thinking, writing and discussions with the supervisor should be about 180 hours.

ASSESSMENT METHOD: Dissertation. **ASSESSMENT WEIGHTING:** 100% Dissertation

TURNITIN SUBMISSION: Dissertation

FEEDBACK: Students will receive feedback on up to 25% of the dissertation. No feedback will be given after 8th May 2012. Students will also receive feedback (written or verbal) from meetings with dissertations supervisors (at approximately 2 week intervals). Feedback will normally given within 7 days.

APS332 ISSUES IN ENVIRONMENTAL SCIENCE

LEVEL:	3	SEMESTER:	2A+B
CREDITS:	10	TEACHING STAFF:	DR JONATHAN LEAKE, PROFESSOR JAN PIOTROWSKI (Geography)
CO-ORDINATOR:	DR JONATHAN LEAKE		
RESTRICTIONS:	Available only Environmental Science students.		

AIMS:

This course will:

- Give a grounding in the critical analysis of issues in environmental science.
- Develop skills in reviewing and presenting key current issues in environmental science.
- To provide experience in writing a concise and highly informative abstract.
- Stimulate discussion, critical thinking, consideration of scientific evidence relating to human impacts on the environment-as well as the moral and ethical implications.
- Enable group interaction at Level 3 of the Environmental Science Degree course.

CONTENT:

The teaching on this unit will be based around a programme of staff and student-led seminars and discussions based on important current issues in environmental science, natural resources, sustainability and human-environment interactions. A central aim of the module is to develop a forum for Environmental Science students to consider and discuss some of the most important, often controversial aspects of human impacts upon the environment and the sustainability of the planet. Many of these themes will cross traditional disciplinary boundaries, encompassing environmental science, human geography and geopolitics. The seminars will be hosted by APS and GEO staff.

DELIVERY METHOD:	12 sessions of 2 hours.	STUDENT CONTACT HOURS:	24
ASSESSMENT METHOD:	Formal examination, audio visual presentation to a peer group, leading a peer-group discussion, and written abstract.		
ASSESSMENT WEIGHTING:	67% Exam, 33% (Presentation, discussion group leading, and abstract)		
TURNITIN SUBMISSION:	PDF format PowerPoint Presentation		

FEEDBACK: Students will receive feedback on coursework before the end of the semester. Examination scripts will be available for review at the start of the following semester.

APS336 ANIMAL ECOLOGY AND BEHAVIOUR FIELD COURSE

LEVEL: 3 **SEMESTER:** 1A (Summer Vacation)

CREDITS: 10 **TEACHING STAFF:** DR JENS ROLFF, PROF ROGER BUTLIN, DR GARETH FRASER

CO-ORDINATOR: DR JENS ROLFF

RESTRICTIONS: Not available to Plant Science or ES students

AIMS:

The aim of the field course is to provide an opportunity to practise existing, and learn new, practical skills in hypothesis testing, experimental design, data collection and analysis and oral presentation, in the context of ecological field work.

CONTENT:

Project work involving a range of organisms and ecological processes characteristic of woodland and upland habitats in Sheffield/intertidal rocky shores in Wales.

DELIVERY METHOD: 5 day field course.

STUDENT CONTACT HOURS: 40

ASSESSMENT METHOD: Project report.

ASSESSMENT WEIGHTING: 100% Report

TURNITIN SUBMISSION: None

FEEDBACK: Students will receive feedback frequently during the Field Course and written feedback will be available on your Field Course Write Up during December 2011.

APS337 BEHAVIOURAL ECOLOGY FIELD COURSE

LEVEL: 3 **SEMESTER:** 1A (SUMMER VACATION)
CREDITS: 10 **TEACHING STAFF:** PROF BEN HATCHWELL, DR DUNCAN CAMERON
CO-ORDINATOR: PROFESSOR MIKE SIVA-JOTHY

RESTRICTIONS: Not available to Plant Science or ES students

AIMS:

The aim of the field course is to provide a broad range of practical and intellectual skills including experimental design, collecting and analysing biological data, identifying and resolving problems and collaborative work. The field work is mainly aimed at addressing questions in behavioural ecology and students are expected to identify and conduct an original empirical field-based project.

CONTENTS:

- Survey of the local fauna (hypothesis testing step 1 : observation).
- Presentation of results and discussion for follow-up work.
- Survey of local sites to identify project systems.
- Planning and design of experimental field work with regular oral presentations and class discussions centred on presented work.
- Execution of field work, collection and analysis of data, presentation of data.

DELIVERY METHOD: 8 day field course.

STUDENT CONTACT HOURS: 64

ASSESSMENT METHOD: Project report. **ASSESSMENT WEIGHTING:** 90% Report, 10% Performance in the field

TURNITIN SUBMISSION: None

FEEDBACK: Students will receive feedback frequently during the Field Course and written feedback will be available on your Field Course Write Up during December 2011.

APS340 UNDERGRADUATE AMBASSADORS SCHEME

LEVEL:	3	SEMESTER:	1 and 2
CREDITS:	20	TEACHING STAFF:	DR JONATHAN GRAVES, DR PENNY WATT
CO-ORDINATOR:	DR JONATHAN GRAVES		

AIMS:

This unit aims to:

- Enable students to gain experience of teaching in a school environment;
- Develop presentation and communication skills relevant to teaching;
- To train students in the preparation of teaching materials and lesson planning;
- Enhance interpersonal skills relevant to dealing with young students;
- To provide experience of teaching to those interested in pursuing it as a career;
- To inspire prospective undergraduates by providing positive role models in the classroom.

CONTENT:

This module will enable students to gain experience in the teaching of biology including the preparation of teaching materials and the planning and execution of a teaching programme. Students will spend one afternoon per week for 10 weeks during the spring semester in a school or other educational institution helping to educate young people. They will be responsible for formulating and delivering an educational project about some aspect of biology during their placement. The student will work under the supervision of a class teacher at all times. Although most of the contact time will be in the spring semester, students will attend an induction course in the autumn which will introduce them to working with children, conduct in schools and child protection issues. They will also be introduced to the national curriculum and the type of subject specific teaching they will be involved with. During the autumn term students will also need to contact their host institution and arrange the details of their placement.

DELIVERY METHOD:	4 tutorials and tutor supervision	STUDENT CONTACT HOURS:	10
ASSESSMENT METHOD:	Project Report (6000 words), Log Book, Teaching Assessment		
ASSESSMENT WEIGHTING:	90% Report, 5% Log Book, 5% Teaching Assessment		

TURNITIN SUBMISSION: None

FEEDBACK: Students will receive feedback on up to 25% of the Undergraduate Ambassadors Report. No feedback will be given after 8th May 2012. Students will also receive feedback (written or verbal) from meetings with their Undergraduate Ambassador supervisors (at approximately 2 week intervals). Feedback will normally given within 7 days

Criminal Records Bureau (CRB) check

In order to work with children it is essential that students obtain an enhanced CRB check. Students on the UAS scheme will be responsible for ensuring that they obtain this as soon as possible and not later than the start of the spring semester. If a student fails to obtain this check before the start of the spring semester they will not be able to continue on the UAS scheme and will have to do a dissertation instead. In such an event the dissertation supervisor would normally be the UAS supervisor already assigned to that student.

The cost of the enhanced CRB check is approximately £36. The student will be responsible for this cost. However, in recent years the department has been able to subsidise these to some extent from a grant given to the department by the University. We cannot guarantee that this grant will continue.

Within Sheffield the host educational institution may wish to carry out the CRB check. Therefore students placed with educational institutions within Sheffield may have to arrange their CRB check with their placement institution. Students placed outside Sheffield will be able to arrange their CRB check via the APS office.

This situation could change, for up to date information, please contact the Departmental Office.

APS 341 EVOLUTION ON TERRESTRIAL ECOSYSTEMS

LEVEL:	3	SEMESTER:	2A
CREDITS:	10	TEACHING STAFF:	DR CHARLES WELLMAN
CO-ORDINATOR:	DR CHARLES WELLMAN		

AIMS:

This module aims to give the student an understanding of the major events in the evolution of terrestrial ecosystems from their origin to the present day (essentially how they have changed and the timescale for these changes). It will emphasize the interrelationships between evolution, global change, and plant/fungal/animal interaction and co-evolution. It will also explain the methods by which past terrestrial ecosystems are reconstructed.

CONTENTS:

This module examines the evolution of terrestrial ecosystems, from invasion of the land by plants and animals in the Ordovician (475 million years ago) up to the present day. All of the major events will be covered: the origins of land plants; the invasion of the land by invertebrate animals (worms, insects etc.); the first forests; the origin of amphibians, reptiles, mammals and birds; beginnings of phytogeographical differentiation; origin of the flowering plant etc. Throughout the course the evolution of terrestrial ecosystems will be considered in light of: (i) the interrelationships between global change and evolving terrestrial ecosystems; (ii) plant-fungal-animal interactions and co-evolution.

DELIVERY METHOD:	15 lectures	STUDENT CONTACT HOURS:	15
ASSESSMENT METHOD:	Coursework	ASSESSMENT WEIGHTING:	100% Coursework
TURNITIN SUBMISSION:	Coursework essay		

FEEDBACK: Students will receive feedback on coursework before the end of the semester and will be available for review at the start of the following semester.

APS342 EVOLUTIONARY ECOLOGY

LEVEL:	3	SEMESTER:	1B
CREDITS:	10	TEACHING STAFF:	PROFESSOR MARK REES, PROFESSOR ROB FRECKLETON, DR DYLAN CHILDS
CO-ORDINATOR:	PROFESSOR MARK REES		

AIMS:

This unit aims to give the student an overview of the patterns of life history variation seen in nature, and an understanding of the main theories/ideas used to explain them. They will also gain an understanding of the strengths and weaknesses of the various approaches used to the study evolutionary ecology. Simple models will be used to illustrate ideas throughout the course.

CONTENT:

By the end of the unit, the student will be able to:

- critically assess the main methods used in evolutionary ecology and the relationships between them,
- understand why different methods are appropriate for different problems,
- discuss the main theories/ideas underlying a range of life history phenomena,
- critically evaluate the current understanding of a range of life history phenomena.

DELIVERY METHOD:	15 Lectures	STUDENT CONTACT HOURS:	15
ASSESSMENT METHOD:	1 ½ Hour Examination	ASSESSMENT WEIGHTING:	100% Exam
FEEDBACK:	Students can receive feedback on performance in examinations by arranging a meeting with their personal tutor after mid-March 2012.		

APS343 ARCTIC ECOSYSTEMS FIELD COURSE

LEVEL:	3	SEMESTER:	1
CREDITS:	10	TEACHING STAFF:	DR JONATHAN GRAVES, DR GARETH PHOENIX
CO-ORDINATOR:	DR JONATHAN GRAVES		

AIMS:

This residential field course will carry out field work at the Abisko Research Station, in northern Sweden, which is a centre for arctic research. Students will be introduced to different habitats and their biodiversity in northern Sweden and a major focus of the course is to understand the nature of different arctic ecosystems and the factors that control them. Students will carry out field exercises (e.g. ecology, boreal/arctic biology, animal behaviour, insect-plant interactions, biodiversity), identify organisms, and carry out a project which has been devised with assistance of staff.

CONTENT:

The broad content of the field course is:

- Observe and measure organisms in natural habitats.
- Devise field projects and work in teams to collect and analyse field data to solve specific ecological or biological problems.
- Present field data in both written and verbal (seminar) form.
- Identify, and have a knowledge of, some of the key groups of organisms in boreal/arctic environments.
- Understand key biological and ecological processes operating in sub-arctic environments.

DELIVERY METHOD:	Residential Field course at Abisko Research Station in Swedish Lapland.		
STUDENT CONTACT HOURS:	80		
ASSESSMENT METHOD:	Project report and verbal presentation	ASSESSMENT WEIGHTING:	80% Project Report, 20% Presentation
TURNITIN SUBMISSION:	None		

FEEDBACK: Students will receive feedback frequently during the Field Course and written feedback will be available on your Field Course Write Up during December 2011

APS344 TOPICS IN EVOLUTIONARY GENETICS

LEVEL:	3	SEMESTER:	2B
CREDITS:	10	TEACHING STAFF:	PROFESSOR ROGER BUTLIN, PROFESSOR TERRY BURKE, DR GARETH FRASER
CO-ORDINATOR:	PROFESSOR ROGER BUTLIN		

AIMS:

This course aims to provide the opportunity for students to develop (i) their knowledge of current leading-edge research areas in evolutionary genetics and (ii) their skills in accessing, interpreting and synthesising the primary scientific literature in this field. This will be achieved by examining three areas of current research activity in evolutionary genetics through detailed analysis of the questions, methods and interpretations in groups of recent publications.

CONTENT:

By the end of the module, a candidate will be able to demonstrate:

- awareness of current research challenges in evolutionary genetics
- in depth knowledge in each of three distinct areas of evolutionary genetics
- knowledge of currently available research approaches in evolutionary genetics and their potential applications
- an ability to access primary scientific literature and extract key points from papers, especially in the field of evolutionary genetics
- an ability to interpret and debate the results of primary scientific papers and to synthesise across publications, especially in the field of evolutionary genetics
- an ability to summarise and present their interpretation of the current literature in a format equivalent to a short 'perspective' article.

DELIVERY METHOD: 3 Lectures and 12 student-led discussions **STUDENT CONTACT HOURS:** 15

ASSESSMENT METHOD: Coursework, Continual Assessment

ASSESSMENT WEIGHTING: 75% Coursework, 25% Continual Assessment

TURNITIN SUBMISSION: Coursework essay

FEEDBACK: Students will receive immediate feedback on presentations made during discussion sessions. Discussion threads (via MOLE) will be available for each topic.

APS346 SUSTAINABLE AGRO-ECOSYSTEMS

LEVEL:	3	SEMESTER:	1A
CREDITS:	10	TEACHING STAFF:	DR JONATHAN LEAKE
CO-ORDINATOR:	DR JONATHAN LEAKE		

AIMS

This course will:

- Review the threats to sustainable food production and to natural ecosystems caused by rising human populations, by unsustainable use of natural resources and anthropogenic climate change.
- Raise awareness of human impacts on agro-ecosystems and the foundational importance of soil ecosystems in sustaining the terrestrial biosphere.
- To consider how ecosystems sustainably function in nature and how to apply this knowledge to sustainable agro-ecosystem management.
- Demonstrate the need for new sustainable approaches to agro-ecosystems to ensure future food security and to reduce the damage to natural ecosystems.

CONTENT

This module highlights the threats to sustainable food production and ecosystem functioning caused by human impacts on soils and ecosystems. It shows that how we sustainably manage agro-ecosystems now, and in the immediate future, will determine the fate of humanity. Soils provide the foundations of terrestrial ecosystems, food and biofuel production, but are amongst the most badly abused and damaged components of the ecosphere. They play a vital role in providing crucial ecosystem services such as the storage of nutrients, organic carbon and fresh water; the production of food; and the hosting of more biodiversity than the above-ground ecosystems, which they also support. Demand for food is set to increase by more than 50% in the next 40 years as the human population increases from 6 billion to over 9 billion, but we have lost nearly a third of the global cultivable topsoil to erosion and pollution in the past 40 years. Now global warming, agricultural intensification, biofuels and unsustainable use of fertilizers and fossil fuel energy pose critical threats to global food production and sustainable agro-ecosystems - and their impacts on soil ecosystems are central to these threats.

The module considers how we can learn from understanding how ecosystems function in nature to develop new forms of sustainable agriculture beyond some of the more narrowly prescriptive approaches such as 'organic farming', which are seeking to reduce the environmental impacts of agriculture. Because soils store more than three times more carbon than is in vegetation they play a vital role in carbon sequestration from the atmosphere, but this is increasingly threatened by climate change and unsustainable management. Anthropogenic activities have caused soils to release increasing amounts of greenhouse gases into the atmosphere so their mismanagement is an important

driver of climate change. The focus in the module is on demonstrating the inter-dependence, in natural ecosystems, of soils and the ecosystems which are founded upon them and the significance for global biogeochemical cycles, food production and sustainability.

DELIVERY METHOD: 15 lectures plus an exam advice session

STUDENT CONTACT HOURS: 16

ASSESSMENT METHOD: 1 ½ Hour Examination

ASSESSMENT WEIGHTING: 100% Exam

FEEDBACK: Students can receive feedback on performance in examinations by arranging a meeting with their personal tutor after mid-March 2012.

SECTION 17 SKILLS TAUGHT WITHIN ANIMAL & PLANT SCIENCES RELEVANT TO THE DEVELOPMENT OF YOUR PERSONAL DEVELOPMENT RECORD (PDR)

17.1 PDR Skills taught within Animal and Plant Sciences

Your level 3 courses teach a range of intellectual, practical and transferable skills which you may wish to highlight to potential employers. Below is a list of these. When applying for employment it would be a good idea to reflect upon the courses you have done in order to evaluate the range of skills that you have acquired.

Intellectual and practical skills

Students will be able to :	
S1	Recognise and apply biological and zoological/ecological/botanical/fungal theories, concepts, principles and/or paradigms to their work
S2	Obtain and integrate biological and zoological/ecological/botanical/fungal evidence to formulate and test hypotheses.
S3	Design objective investigations that optimise the relationship between sample size and statistical power in order to address focussed questions and interpret empirical data in an objective, critical and informative manner.
S4	Exercise independent thought and judgement
S5	Recognise the moral and ethical issues of a particular approach and appreciate the need for ethical standards and appropriate codes of conduct
S6	Use first principles in biology and zoology/ecology/plant sciences, factual knowledge of systems and, where appropriate, information technology to analyse and/or interpret novel problems in biology/zoology/ecology/plant science
S7	Critically analyse, synthesise, summarise and cite printed and electronic information
S8	Carry out a health and safety risk assessment and devise a safe system of working
S9	Collect, record, organise and analyse qualitative and quantitative field and laboratory data to address biological/ zoological/ecological/botanical questions
S10	Use commercial software for the analysis, design and presentation of information and/or data

Transferable skills

Students will be able to:	
T1	Find and utilise electronic and printed information effectively
T2	Communicate effectively in writing
T3	Communicate effectively orally
T4	Use AV presentation aids effectively
T5	Manage projects
T6	Identify individual and collective goals and responsibilities and perform in a manner appropriate to those roles
T7	Recognise and respect the views and opinions of other team members
T8	Reflect on individual and group performance and adjust subsequent approaches
T9	Negotiate effectively
T10	Self-manage and have the skills underpinning life-long learning (time-management, independent learning, organisational skills)
T11	Make informed/justifiable decisions
T12	Identify and work towards targets for personal, academic and career development
T13	Develop an adaptable, flexible and effective approach to study and work
T14	Appreciate the interdisciplinary nature of science

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