DEPARTMENTS OF BIOLOGY & CHEMISTRY

BIOCHEMISTRY STUDENT HANDBOOK

2012 – 2016
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1. THE AIM OF THIS HANDBOOK

This handbook provides an introduction to your programme and to the department. It will also be a useful source of information throughout your time here and includes a summary of your programme requirements. Please read it through keep it for reference. You should also read the information booklets provided by the University on "Student Support Services" and "Ordinances and Regulations".

1.1 DATA PROTECTION

The University collects information about students for administrative, academic, statutory and health and safety reasons. It conforms with the Data Protection Act 1998 in its collection, processing and disclosure of personal data. It cannot operate effectively without processing information about you and requires your consent to do so. Your agreement to the processing of your personal data for any purposes connected with your registration with the University, your health and safety or for any other legitimate reason is requested at enrolment. Further information on Data Protection issues is available on the University WEB pages and/or from the University Records Manager.

2. STAFF AND COMMITTEES

As Biochemists you will be involved in both the Biology and Chemistry Departments. You will soon get to know the other Biochemists, but you will also be part of a larger community with the Biology and Chemistry students.

Both the Biology and Chemistry departments are large communities devoted to both teaching and research. During your time here, you will meet:

2.1 ACADEMIC STAFF – YOUR SUPERVISORS

Your supervisor will be an academic member of staff from either the Biology or the Chemistry Department. Your supervisors are probably the first lecturers you will speak to for any length of time, and they have to combine a number of roles. These are:

• to provide accessible, confidential and supportive advice on academic matters including the development of study skills, to discuss career and personal development plans, to provide pastoral support and to refer supervisees to specialists when appropriate.

• to provide regular, frequent and prompt feedback on academic progress and performance.

• to keep records of meetings with their supervisees which can be accessed by other staff if necessary, for the sake of continuity.

Your supervisor should usually be the first person you approach with problems - either academic or personal. If you are unable to contact him / her at any time, please go to the Biology Undergraduate Office.
It is a University requirement that you see your supervisor within the first and last weeks of each term. Supervisors should also be reasonably available to see supervisees on request at other times. If you miss a supervisory meeting without good cause your supervisor should offer you the opportunity for one further meeting, unless the supervisee has confirmed in writing (e.g. by e-mail) that s/he is experiencing no known problems. If you miss two meetings it will be reported to the Chair of the Board of Studies and will be noted on your file.

You are ultimately responsible for attending supervisory meetings and for keeping your supervisor informed of circumstances which impact on your academic performance.

Very occasionally, a student has asked to change supervisor. If you ever wish to do this, we will do our best to arrange matters to everyone's satisfaction, and you can raise the matter with any member of staff, or with the Chair of the Board of Studies.

You will meet other academic staff through lectures, practical classes, tutorials and stage 3 project work.

2.2 ADMINISTRATIVE STAFF

Play an essential role in keeping the organisation and communications of the departments moving. You will have regular contact with the staff who manage undergraduate affairs in both the Biology and Chemistry Departments.

2.3 TECHNICIANS

You will meet the teaching technicians in charge of the teaching laboratories during your practical courses in stage 1 and 2 and research technicians during your stage 3 project work in the research laboratories.

2.4 RESEARCH STAFF

You may occasionally meet research fellows or 'post-docs' who are senior researchers as tutors.

2.5 GRADUATE STUDENTS

Graduate students are recent graduates working for higher degrees - you will meet them as demonstrators in your practical classes.

2.6 STUDENT-STAFF LIAISON AND COMMITTEE REPRESENTATION

The purpose of student representation is to encourage student input into the continued improvement and development of our teaching programmes. As the 'end-users', you are in an ideal position to comment on any problems encountered and put forward ideas for positive changes particularly concerning organisation and administration. Your views are valued by us and over the years many changes have been incorporated into the teaching programme because of student feedback. Student representatives are members of a number of different groups/committees:
The Biology Student-Staff Liaison Group provides a channel of communication between all students (undergraduate and graduate) and the Biology Department. The group meets twice a term to discuss teaching related matters. The minutes of the meetings are taken forward to the Biology Undergraduate Studies Board, the Biochemistry Executive Committee and the respective Boards of Studies in Biology and Chemistry. There is also a Staff/Student Committee in Chemistry.

The day-to-day business of the Biochemistry programme is run by the Biochemistry Executive Committee who usually meet once a term; the Chair is currently Dr Gavin Thomas. The Secretary is Dr Gideon Grogan.

Student representatives attend Committee meetings and are encouraged to take part in discussions for all items except those involving individual students or the setting of examinations; you will be asked to leave the meeting for these items on the agenda. There are usually two representatives from each student year group and you are responsible for electing your representatives; both the Students Union and Biochemistry staff will be encouraging you to become involved in this early in the autumn term.

Before Executive Committee Meetings the representatives are contacted, usually by email, to ask if their year group has any business they want to raise at the meetings. We hope that you will make your views known through your representatives, and find out from them what is being discussed by the Committee. Alternatively, you can discuss matters of concern directly with the Chair or Secretary.

There is also a Biochemistry Joint Board of Studies (comprising all academic staff from the Chemistry and Biology Departments), this Board has overall responsibility for the Biochemistry Programme, and usually meets once a year early in the summer term.

2.7 UNIVERSITY OF YORK STUDENTS’ UNION

Each and every student at the University of York is automatically a member of YUSU, the Students’ Union, giving them access to services, activities, support and representation during their time studying. YUSU is run democratically by its members, who are able to influence what officers campaign on and feed into the work that YUSU does with the University, the City of York and the national student movement.

Leading your Union

Each year, members elect five, paid full-time officers to lead the Students’ Union. These officers set out their plans to improve the student experience at the University of York and sit on key committees within the institution to represent the views of students.

The current Full Time Officer team is:

- YUSU President: Kallum Taylor (k.taylor@yusu.org)
- Academic Officer: Graeme Osborn (g.osborn@yusu.org)
- Welfare Officer: Bob Hughes (r.hughes@yusu.org)
- Student Activities Officer: Chris West (c.west@yusu.org)
- York Sport President: Charlotte Winter (c.winter@yusu.org)

In addition to the Full Time Officers, there are a number of Part Time Officers who undertake
the role alongside their studies and are there to represent their fellow students in a number of areas:

- Disabled Students' Officer: Emma Hersey (disability@yusu.org)
- International Officers: Mike Anstey & Ankita Chawla (international@yusu.org)
- LGBT Officer: Leon Morris (lgbt@yusu.org)
- Mature Students' Officer: Minal Supri (maturestudents@yusu.org)
- Racial Equality Officer: Asiya Elgady (racialequality@yusu.org)
- Women’s Officer: Emma Hawkens (womens@yusu.org)

2.8 HERE TO HELP

The Union offers a range of academic and welfare services through its Advice + Support Centre (ASC) based in the Student Centre, James College. This includes advice on housing, sexual health, financial concerns, as well as help with academic complaints, misconduct and appeals. You can contact the Academic & Welfare Coordinator, Mel Fox, by phone on 01904 32 3720 or by email on m.fox@yusu.org.

2.9 REPRESENTING YOU

YUSU also work with the department to provide student representation through the Course Rep system. Reps are elected by peers in their year within the department to sit on a number of key committees and put forward the views and interests of students. Elections for Course Reps are run on the YUSU website early in the Autumn Term – any student can nominate themselves online, including a short manifesto of why they would like to represent their fellow students. For more information on how the Course Rep system works or how to get involved, you can email coursereps@yusu.org or visit www.yusu.org/coursereps.
3. BIOLOGY AND CHEMISTRY DEPARTMENTS

3.1 THE BIOLOGY DEPARTMENT

Corridors and Rooms in the Biology Department are coded according to the scheme illustrated below. This letter is then followed by a number signifying the floor (‘0’ being Ground Floor, ‘1’ being First Floor etc.) and finally a two-digit room number. [You will also see room numbers prefixed by another letter (e.g. B/B002 is room B002 in Biology, C/A101 is room A101 in Chemistry)].

You will find notice boards around the concourse, the teaching laboratories and near the Undergraduate Office. It is important that you keep an eye on these, as it is your responsibility to check for Departmental notices about your programme, please do not remove notices from the notice boards – the information posted is for the benefit of all students. If you are asked to collect mail from the Department it will be from the Undergraduate Office.

3.2 BIOLOGY A, B AND C BLOCKS – TEACHING

The Teaching Laboratories (A Block), including A004, the Computing Room are situated on A corridor the main corridor entrance to the Department coming from Vanbrugh College. A004 contains over 50 networked computer terminals for use by Biochemistry and Biology undergraduates.

The main Biology lecture theatres B002 and B006 are in the Biology ‘concourse’ which is accessed from A block; you will have many of your lectures in them (particularly in your first year). A smaller lecture theatre (B103) can be reached by going up the stairs from the concourse and turning left. Your timetable will direct you to the right lecture room.

‘Cookies’ Coffee Bar (open from 9.15am to 4.00pm, Monday to Friday (in term time) and 9.30am to 2.00pm, Monday to Friday (in vacations)) is also based in the
‘concourse’ area and the Undergraduate (Student Administration) Office (C Block) is also situated off the concourse. You will visit the Undergraduate Office to hand in and collect assessed work and examination scripts.

### 3.3 BIOLOGY THE RESEARCH AREAS AND ACADEMIC STAFF OFFICES

These can be reached by continuing along the corridor past the Biology Undergraduate Office or the corridor past the Teaching Labs that leads to the atrium (K Block). The research corridors are designated by a letter (for example: D for D-block), and a number indicating the floor. So, D1 corridor is on the first floor in D-block. Room numbers are similarly coded, so room D117a is room 17a on corridor D1. You will visit these areas to see your supervisor, tutor and/or final-year research project director. There is a room-plan on the door to each corridor but if in doubt, don’t hesitate to ask.

### 3.4 BIOLOGY ACCESS HOURS

Departmental access beyond the Concourse, Atrium (K block) and Undergraduate Office is controlled by a KABA **swipe card**. On arrival you will be issued with a card that will give you access, during working hours, to the teaching laboratories (A block) and the research wings for academic staff offices.

If you lose your card you must notify the main reception desk in the Atrium (K block) (Ext. 8500), so that the card can be cancelled and you will be charged at £5 for a replacement. Broken / faulty cards are replaced free of charge. Stolen cards will also be replaced free of charge but only if you provide a police incident number. Please note that visitor cards will not be issued to students as an interim replacement if you forget your card.

**Access hours and office hours are detailed below:**

**A004 Computing Room** 24 hour swipe card only access

*An emergency phone is situated in A004 and is available for use in the event of any kind of incident or accident occurring out-of-hours (6.00pm-8.00am). Campus-based Security can be summoned by calling 3333 and reporting your problem. Special arrangements can also be made for any student with a disability who encounters difficulty accessing A004 out-of-hours (6.00pm-8.00am). Please contact the Biology Undergraduate Office for further details.*

**Teaching Laboratories** 08.30-18.30 swipe card access (Mon-Fri)

**Concourse** 24 hour swipe access

**Biology Undergraduate Office** Open: 09.30-13.00 and 14.00-17.00 (Mon-Fri)

**Research corridors** (Corridors D, E, F, J, H, L, M, S) 08.30-18.00 swipe card access (Mon-Fri)
3.5 THE CHEMISTRY DEPARTMENT

The Department is contained in several buildings. The Chemistry Site contains four blocks, A-block contains teaching rooms, the Whinfield Library and many of the administrative offices (including A109, the Undergraduate Office), B block houses the teaching labs whereas C Block and the Dorothy Hodgkin Building contain the offices of members of academic staff and research laboratories. An additional block lies close to C block but is linked to Alcuin College. This houses the Chemical Industry Education Centre. The Hub is located across the road from A-block, and contains a computer classroom as well as staff offices and teaching rooms. Some Department of Chemistry staff with interests in the biological aspects of the subject have offices and laboratories in the York Structural Biology Laboratory (YSBL) which is in the new Biosciences building shared with the Biology Department. Chemistry supervisors of Biochemists are generally situated in this building.

4. TEACHING AND LEARNING

4.1 LECTURES

Lectures provide you with a framework for your whole programme; they are used to deliver knowledge, to interpret and explain difficult concepts and to illustrate their use. In most lecture courses you will find that you need to consolidate your understanding of the content by extra reading between lectures. An important skill to develop is the ability to write a coherent set of notes covering the essential points of each lecture.

For many of you the lecture will be an unfamiliar form of teaching. A good lecture should not be a listing of facts, or dictation of notes, but should give a stimulating and challenging perspective on a subject which encourages you to study further.

You will find that lecturers use a variety of styles to convey information and electronic information sources will also be provided for you to access through Yorkshare – the Virtual Learning Environment™ (VLE) which is a web-based portal for the exchange of academic materials (http://vle.york.ac.uk).

Lectures are supposed to last for 50 minutes, giving 10 minute breaks between them. This is not possible if the late arrival of students prevents a prompt start to the lectures.

4.2 PRACTICAL CLASSES

These have several aims. They should make you familiar with practical techniques and they should train you to use these methods precisely, but at the same time assess objectively the errors in your results, and their reliability. Beyond this, particularly later in the programme, you will learn how to plan experiments to solve problems, and this will culminate in your research project in the stage 3 of the programme. Demonstrators in the laboratory are there to give advice about your practical technique and to help you
to understand the other lessons which can be learned from each experiment.

If information has been provided in advance, it is expected that you will read this carefully, prior to attending the practical session. It is very important to do this for your understanding and enjoyment of the practical work.

You are expected to attend all of your scheduled practical classes: attendance at assessed practicals (practicals during which assessed work is produced) is compulsory, and you will not be given a mark for an assessed practical you did not attend. Absence from all or part of a practical session (due to illness or other mitigating circumstances) needs to be reported by the student (see later sections for guidelines on this).

Practical work is often performed in groups and the work should be shared between group members. However, all write-ups, including the preparation of graphs and analysis of data must be carried out independently by each member of the group. You are encouraged to co-operate and discuss your work in practical classes, but clearly collusion in assessed work cannot be allowed. The lecturer concerned will clarify the point at which co-operation in your work becomes collusion in the assessment, and any students shown to have knowingly colluded or cheated may face severe penalties.

Pocket calculators can be used during practical sessions, but all other personal electronic equipment (such as laptop computers and mobile phones) should be switched off and remain in your bag/locker.

4.3 CODE OF CONDUCT IN LECTURES AND PRACTICAL CLASSES

We have a code of conduct for both lecture and practical classes that we expect you to pay particular attention to and which is detailed below:

- You should arrive in plenty of time to take your place before a lecture or practical class is due to start. If, for some reason you are unable to arrive on time you should enter as quietly as possible by the rear entrance.
- Eating and drinking is not allowed in lecture theatres, laboratories, or other teaching rooms. Eating and drinking in computer rooms may result in your access to Biology computers being withdrawn.
- Talking in a lecture is distracting for the lecturer and for other students. Don’t do it.
- Inappropriate use of mobile phones, music players, or similar devices in lectures, workshops, or practical classes is not permitted. It is distracting to others, including the lecturer, and shows that you are not giving your attention to the lecture. This applies, obviously, to sending and receiving text messages as well as to spoken conversations. **Switch off your mobile phone before the session starts.**
- Recording of lectures is allowed only with the explicit permission of the lecturer concerned, which should be Any recording is for personal use only and must not be distributed or circulated in any way. All recordings must be destroyed at the end of a module. Recordings should be audio only unless there is good reason for a video recording and this is agreed with the lecturer. Any contravention of these regulations is a disciplinary matter.

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Pocket calculators can be used during practical sessions, but all other personal
electronic equipment should be switched off and remain in your bag/locker.
If descriptions have been provided in advance, it is expected that you will read
these carefully prior to attending the practical session. It is very important to do
this for your understanding and enjoyment of the practical work.
You are expected to attend all of your scheduled practical classes: attendance
at assessed practicals is compulsory, and you will not be given a mark for an
assessed practical you did not attend. Absence from all or part of a practical
session (due to illness or other extenuating circumstances) needs to be reported
by the student through the Biology Undergraduate Office using the formal
procedure for assessed sessions.
Practical work is often performed in groups and the work should be shared
between group members. However, all write-ups, including the preparation of
graphs and analysis of data must be carried out independently by each member
of the group.

4.4 TUTORIALS

These provide the opportunity for a group of four or five students to study and discuss a
wide variety of topics with a tutor. In stage 1 you will have seven tutorials with your
pastoral supervisor across the course of the year. These tutorials are part of the
“Biochemical Skills 1” module, but do not link explicitly to lecture-based material. Their
intention is to enhance your understanding of some of the topics covered in the first
year, but also to improve your skills in areas such as written and oral communication,
quantitative problem-solving skills and searching for information from the scientific
literature and other databases. In weeks where you do not have a Biology tutorial, you
will normally have a Chemistry tutorial.

Your stage 1 Chemistry tutorials will be devoted to discussing and developing ideas
through largely problem-oriented exercises in specific lecture programmes as they
arise. There is a group of tutors within Chemistry who form a ‘Biochemistry College’. For Chemistry tutorials it is the responsibility of each tutorial group to comply with
tutorial notices that are put up on the notice boards. You will normally be tutored in the
same group of four or five students to enable a close working relationship to be built up
with each other and with tutors. You should consult with other members of your group
and make joint decisions before signing up for the tutorial at least a week before the
event.

In the second year, you will have six tutorials in the autumn, seven in the spring term,
plus one in the summer term to give feedback on essays produced over the Easter
vacation. These are part of the module “Biochemical Skills 2”. In the autumn and
spring terms the tutorials will cover research topics selected by the students. These
tutorials will involve critical reading of scientific papers, oral presentations, and
preparation of an extended essay over the Easter vacation. In the summer term the
tutorials will be used to provide detailed feedback on the extended essay completed
over the Easter vacation.

You will find that the styles of tutorials are as diverse as the personalities of the tutors,
but as a general guideline, you are expected to spend at least six to eight hours per
week in preparation for tutorials, and to submit two pieces of written tutorial work during the term (for a set of six tutorials), at least one of which should be an essay.

Since tutorials depend largely on the students for their success, it is most important that you have the enthusiasm to raise questions that interest you, and the courage to explain your difficulties, however stupid they may seem. Not only will you get more from the tutorial this way, you may also help others in the group. Tutors always appreciate a group willing to contribute their own ideas.

In Appendix 16 you will find guidelines for written work. This information is intended to help you define more precisely what is expected in written work (specifically for a tutorial in the Biology Department), and how this will benefit your academic career at York.

4.5 WORKSHOPS

Workshops are structured activities, usually in support of lectures, in which you work in a group under the guidance of a tutor, often supported by demonstrators, who will give you help and advice. The objective of a workshop is to provide you with an opportunity to practise techniques in problem solving, statistics and interpretation of data. Classes emphasise interactive activities, they provide the opportunity to work in groups in which knowledge is shared and judgements and solutions to problems or new situations are made and conclusions are communicated. Classes will also help you to develop decision-making, teamwork, and communication skills.

4.6 ATTENDANCE

**Tutorials** are a compulsory component of the programme. Feedback from former students highlights tutorials as one of the most valuable parts of your programme and they work best when all students engage actively. If you are unwell and unable to attend a tutorial, please email your tutor to let them know and complete a self-certification of illness form (available from the Undergraduate Office and on-line).

**Lecture** attendance is very strongly advised, you will be less well prepared for your examinations if you do not attend. Apart from specific lecture material a lot of general module information is disseminated in lectures.

**Practical classes** are an essential component of a Biology degree. Some practical classes are ‘assessed’ i.e. they generate practical work that is submitted for assessment and counts towards your progression or degree. You will be notified which of the practical sessions are ‘assessed’ at the beginning of the module, these are compulsory and an attendance register will be taken. Absence from all or part of a practical session (due to illness or other extenuating circumstances, see section 7.4) needs to be reported by the student through the University Mitigating Circumstance procedure, forms for this are available from the Biology Undergraduate Office or on-line.

You should note that attendance at **all** Chemistry practical classes are compulsory. You will be contacted by the Chair of the Biochemistry Executive Committee if you fail to attend without good reason and without contacting the practical organiser in advance to excuse your absence.
**Assessments/Examinations** are compulsory. Absence from an assessment, due to illness or other extenuating circumstance, needs to be reported through the University Mitigating Circumstance procedure, forms for this are available from the Biology Undergraduate Office or on-line.

### 4.7 PLANNING YOUR WORK AND PRIVATE STUDY

Private thought and study is the time when you gain real insight into the subject you are studying, most lecturers would agree that the main steps in learning occur through private study. Staff are willing to assist you with your understanding of module material, either individually (an associated practical class is an ideal opportunity, or by e-mail).

Your responsibilities for learning go much further than the simple attendance requirements outlined above. In planning your work you should bear in mind that each 20 credit module involves 200 hours work, partially made up of contact time in lectures and practicals but also including a large amount of private study and many students find that they get more out of their subject by putting in more than the minimum amount of effort, those who don’t often struggle with the assessments. Within your pattern of work each week, you would expect in Stage 1 to spend 10 hours attending lectures, 8 hours on practicals, 1 hour attending your tutorial with perhaps 5 hours spent in reading and preparing written work for it, and, on average, 2 - 3 hours preparing for practicals/workshops. This still leaves a significant amount of time to follow-up on each lecture and for private reading.

You should plan a pattern of work which suits you though we would recommend that it includes the number of hours to be spent preparing tutorial work, going through lecture notes, reading a text book to enhance understanding, etc. It is important for such a weekly plan to be realistic, and that you do not leave all your work until the last minute. Remember that a "normal working week" is not restricted to the hours 09.00 till 17.00 on five days: you may need to commit some evenings and weekends to study. Whatever you decide is best for you, try to stick to your programme, both during term time and vacations. If you are struggling with your study skills you should discuss this with your supervisor.

In order to help you in preparing for your Stage 1 assessments, specimen papers, and copies of past years’ examination papers are available on the web and various exercises are available on the module sites VLE. Working through past examination questions is a worthwhile and helpful exercise, it helps you to focus your revision.

We hope that during your time here you will develop skills which can be widely applied in life. The talk or essay you prepare for a tutorial will help to develop general skills of verbal and written communication. Your laboratory practicals help similarly to develop numeracy and dexterity; and in some practicals you will work and be assessed in groups to help you develop team-working skills. All these can help you in your future career.

University vacations are not holidays (although they contain some holiday time) and they provide quiet periods when you can catch up with your private study, reviewing the previous term’s work, expanding your understanding in areas that interest you, and preparing for the assessment tests that sometimes fall at the start of term.
4.8 BOOKS

In the earlier part of your programme, you will probably base most of your work on a few key general textbooks while gathering additional material from a wider range of more specialised books. Most students purchase some key textbooks. The library maintains limited copies on restricted access. Remember, though, that however useful a text, it cannot be relied on as absolutely the last word on a topic. All textbooks contain errors; few topics are treated with sufficient depth for a tutorial discussion, and even the most recently published text can be three years out of date. When researching a subject for a tutorial discussion or an essay, you should expect to go beyond the textbook, the Department provides a list of recommended texts. The EARL system on the VLE will help you find library resources related to modules.

Books are housed in the JB Morrell Library at the Heslington campus which contains more than 500,000 books and also provides access to more than 10,000 electronic journals and a range of Bibliographic databases. The department is supported by the Biology Liaison Librarian, Martin Wilkinson, who can be contacted for advice and assistance on all aspects of Library provision, Martin's e-mail address is martin.wilkinson@york.ac.uk or he can be contacted on extension 3878.

4.9 ON-LINE RESOURCES – YORKSHARE

Yorkshare is York’s Virtual Learning Environment (VLE), a system of managed web pages that provides you with access to learning resources and allows you the means to communicate and collaborate with other students and staff over the Internet. VLEs are becoming an increasingly important part of learning, improving flexibility of study for home and distance learners and enhancing the learning process through increased feedback, access to resources and interaction with your peers and teaching staff. You should have received the ‘Getting Started with Yorkshare’ document in September and we hope you have spent some time looking through the site.

Each module has its own ‘site’ and you will be able to access booklists, lecture information, power point presentations and various electronic learning resources that we hope will help you with your studies. The module sites also contain module synopses (for module aims and learning outcomes and information on lecture topics and staff teaching on the module) and copies of past examination papers with specimen answers.

4.9.1 ON-LINE RESOURCES- STUDENT PORTAL AND E:VISION

The student WEB portal provide students with personalised content on their homepage, including timetables, library record, news and links to your department and college. e:Vision provides you with electronic access to data held about you in the student record system and allows you to maintain your own address and contact details. If you change address or telephone number you can use e:Vision to notify the University of the changes. You have an obligation to ensure that your personal data is up-to-date and accurate and you should notify the appropriate person within the University where data held on the system is not correct.
You are also able to check on the modules you are taking, access your module marks and personal examination timetables.

Students have an obligation to keep their security details (e.g. password) for accessing this data confidential and not to disclose them to anyone else. Accessing another user’s account is expressly prohibited in the terms of the University’s Ordinances & Regulations (see regulation 11).

Where inaccurate information is provided deliberately to the University either via the system or in some other manner this will be reported to the Academic Registrar and may constitute a disciplinary offence.

5. MODULES AND PROGRAMME STRUCTURE

5.1 MODULES

The Biochemistry programme is built up from modules of different types. The majority of these are programme modules, consisting primarily of lectures and practical classes, in which you will work on the major Biological and Chemical subject areas.

Every module has a credit value attached, usually 10, 20, 30 or 40 credits. You are required to take 360 credits during a three-year programme of study and 480 credits during a four year programme of study. This is broken down into 120 credits per year. In terms of student workload 10 credits is equal to a notional 100 hours work (including lectures, practicals, private study and assessments).

5.1.1 STAGE 1 MODULES

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
<th>Term taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO00007C Genetics</td>
<td>10</td>
<td>Aut</td>
</tr>
<tr>
<td>BIO00010C Microbiology</td>
<td>10</td>
<td>Aut</td>
</tr>
<tr>
<td>CHE00008C Foundation chemistry I</td>
<td>20</td>
<td>Aut</td>
</tr>
<tr>
<td>BIO00004C Molecular biology and biochemistry</td>
<td>20</td>
<td>Aut,Spr,Sum</td>
</tr>
<tr>
<td>BIO00008C Biochemical skills</td>
<td>20</td>
<td>Aut,Spr,Sum</td>
</tr>
<tr>
<td>CHE00009C Foundation chemistry II</td>
<td>30</td>
<td>Spr,Sum</td>
</tr>
<tr>
<td>BIO00011C Cell and developmental biology</td>
<td>10</td>
<td>Sum</td>
</tr>
</tbody>
</table>

5.1.2 STAGE 2 MODULES

In the spring term of stage 1 you will select programme modules for stage 2 of study. You have some choice in your stage 2 programme and the Module Choice Information Handbook provided for you contains information on all modules that will be available throughout stages 2 and 3 of study; the booklet will contain brief outlines of all modules, full descriptions will be available on the web.

The modules currently planned for your second year are listed below. You take 120 credits of modules across the year, 90 credits are compulsory modules and you have to select a remaining 30 credits of optional modules. Compulsory and Optional modules are indicated by a (C) or an (O) after the module title. You must choose two 10 credit
option modules in Autumn term, and one 10 credit option module for Spring/Summer term. You also have the opportunity to select an elective module (a module from another Department) in your second year of study, though this would have to replace one of your options, not your compulsory modules. You may take up to 20 credits of electives across your second and final years of study.

In the second year, we hope that you will develop your interests in Biochemistry and apply and deepen your knowledge and understanding from the broad introduction provided in the first year. The modules you follow in your second year will have implications for your final year as some final year modules require particular second year modules as prerequisites.

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
<th>Term taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO00002I Immunology (O)</td>
<td>10</td>
<td>Autumn</td>
</tr>
<tr>
<td>BIO00008I Molecular biotechnology (O)</td>
<td>10</td>
<td>Autumn</td>
</tr>
<tr>
<td>BIO00009I Neuroscience (O)</td>
<td>10</td>
<td>Autumn</td>
</tr>
<tr>
<td>CHE00012I Biochemical reaction mechanisms (C)</td>
<td>10</td>
<td>Autumn</td>
</tr>
<tr>
<td>BIO00011I Biochemical skills II (C)</td>
<td>30</td>
<td>Aut, Spr, Sum</td>
</tr>
<tr>
<td>BIO00011I Cell biology (C)</td>
<td>20</td>
<td>Aut, Spr, Sum</td>
</tr>
<tr>
<td>BIO00007I From gene to function (C)</td>
<td>20</td>
<td>Aut, Spr, Sum</td>
</tr>
<tr>
<td>BIO00004I Developmental biology (O)</td>
<td>10</td>
<td>Spr, Sum</td>
</tr>
<tr>
<td>BIO00006I Biomedicine (O)</td>
<td>10</td>
<td>Spr, Sum</td>
</tr>
<tr>
<td>BIO00015I Human genetics (O)</td>
<td>10</td>
<td>Spr, Sum</td>
</tr>
<tr>
<td>CHE00008I Proteins in 3D (C)</td>
<td>10</td>
<td>Spr, Sum</td>
</tr>
<tr>
<td>CHE00008I Chemistry and disease (O)</td>
<td>10</td>
<td>Spr, Sum</td>
</tr>
</tbody>
</table>

5.1.3 STAGE 3 MODULES

Stage 3 modules normally reflect the research interests of academic staff and cover a wide range of topics of current interest. In addition to the modules on offer, you may choose elective modules from other departments up to an overall total of 120 credits (20 credits of electives may be taken across stages 2 and 3).

The modules currently planned for your stage 3 are listed below, please note that there will be changes to this list:

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
<th>Term taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced topics in developmental genetics</td>
<td>10</td>
<td>Autumn</td>
</tr>
<tr>
<td>Cancer and the cell cycle</td>
<td>10</td>
<td>Autumn</td>
</tr>
<tr>
<td>Epigenetics in development and disease</td>
<td>10</td>
<td>Autumn</td>
</tr>
<tr>
<td>Learning and memory</td>
<td>10</td>
<td>Autumn</td>
</tr>
<tr>
<td>Molecular machines</td>
<td>10</td>
<td>Autumn</td>
</tr>
<tr>
<td>Molecular microbiology</td>
<td>10</td>
<td>Autumn</td>
</tr>
<tr>
<td>Molecular virology</td>
<td>10</td>
<td>Autumn</td>
</tr>
<tr>
<td>Plant biotechnology</td>
<td>10</td>
<td>Autumn</td>
</tr>
<tr>
<td>Protein to protein recognition</td>
<td>10</td>
<td>Autumn</td>
</tr>
<tr>
<td>Proteins and disease</td>
<td>10</td>
<td>Autumn</td>
</tr>
<tr>
<td>Advanced topics in developmental biology</td>
<td>10</td>
<td>Spring/Summer</td>
</tr>
<tr>
<td>Analytical and forensic chemistry</td>
<td>10</td>
<td>Spring/Summer</td>
</tr>
<tr>
<td>Biocatalysis</td>
<td>10</td>
<td>Spring/Summer</td>
</tr>
<tr>
<td>Bioinspired chemistry</td>
<td>10</td>
<td>Spring/Summer</td>
</tr>
</tbody>
</table>
5.1.4 STAGE 3 PROJECT AND BIOCHEMICAL SKILLS MODULE

In stage 3 you will undertake a 40 credit Research Project and a 20 credit skills Module.

The purpose of both of these modules is to give you the opportunity to practice many of the transferable and practical skills that you have learnt and which will be of considerable use to you whatever career you follow. Examples of the skills you will develop and use are:

- Project planning, oral presentations, report writing, IT skills (project write-up), statistics, data analysis, problem solving, information gathering, reading and deconstructing scientific papers, critical analysis and essay writing

Your project is assessed by an 8000 word write up and the research skills module is assessed by two examinations; an open essay paper produced over a number of weeks and a 3 hour comprehension and criticism paper.

If you are interested in the types of projects available to undergraduates, please look at the project pages on our website. Project selection takes place in the summer term at the end of your stage 2 (this will be the end of your placement year for a 4 year student).

5.2 CHANGING MODULES

Particularly in stage 3 where you have a significant choice of the modules you take, students often ask to change module selections. Please note that you will not be allowed to change modules in any given term after the end of Week 3 of that term, but you may make changes to subsequent terms’ choices. You need to be aware that the timetable is constructed on the basis of student module choice – therefore modules that do not have an overlap of students may become mutually exclusive through timetabling, or may become ‘full’ because of room capacity.

If you wish to change a module you must complete a change of module form available from the Biology Undergraduate Office. Please note that timetable changes and other information from both the administrative offices and academic staff are e-mailed to students officially registered for a module. If you change module without informing the office you will not be on the e-mail list for that module and will not be registered for the assessments attached to the module.
5.3 DEGREE PROGRAMMES

Biology and Chemistry offer a 3 year BSc Biochemistry degree programme and two 4 year BSc Biochemistry programmes – Biochemistry year in Industry and Biochemistry year in Europe.

5.3.1 DEGREE PROGRAMMES WITH A YEAR IN INDUSTRY

All Biochemistry programmes are available as 4 year BSc programmes – either with a year in Industry or with a year in Europe.

The industrial year runs from the end of your second year to the beginning of your final year and even if you are registered for a three-year degree programme you can change to the four-year programme, but you should do so before the end of the Summer term of stage 1; many placement application deadlines are in September and early October.

If you are interested in (or registered for) this degree you will probably find it useful to look at the detailed information on the main Biology Year-In-Industry web-pages.

**PLEASE NOTE** - we cannot guarantee to find a placement for you; in the end it is up to the potential employer whether they hire you or not.

5.3.2 DEGREE PROGRAMMES WITH A YEAR IN EUROPE

There is also a four-year degree programme where you spend a year either at a partner University (study placement) or do a full-time research project in an English-speaking laboratory in a EU country (laboratory placement).

**Study Placements**

You will study at either the University of Aarhus in Denmark, the Universities of Bayreuth or Jena in Germany, the University of Grenoble in France or the Universities of Madrid and Valencia in Spain. Your year abroad is spent between the second and final years of your programme. You will take a range of courses and carry out a project to complement your studies at York.

It is essential to have some knowledge of German, French or Spanish on entry (AS level is the course requirement, except for the exchange to Denmark where teaching is in English). Languages for All courses (2 hours per week), during stage 1 and 2 are compulsory to prepare students for a year in Europe, and we expect students intending to partake in the scheme to achieve a minimum of Level 3 in their chosen language by the end of Term 6. Students with an existing A level in a language are encouraged to continue to Level 4.

The Languages for All website (http://www.york.ac.uk/inst/ltc/lfa/) contains information on registering for courses, availability, times, workload and payment. Students who satisfactorily complete these courses and who are still registered for the Year in Europe degree will be reimbursed the cost of the tuition at the end of their second year of study.

To be eligible for this scheme you will normally be expected to receive a minimum
average mark of 50 in the assessments of stage 1.

**Laboratory Placements**

As an alternative to a study placement, you can elect for a full-time laboratory placement during your third year, working on a research project in an internationally renowned European laboratory, either in a university or in a research organisation. This scheme is independent of any bilateral exchange agreements, so there will be a wide choice of country and institution available. Since English is the accepted working language in these laboratories, familiarity with the language of the host country is not a prerequisite.

This programme is open to good students who have shown a performance significantly above average (minimum 65 during stage 1).

You will apply to a laboratory of your own choosing, in consultation with your supervisor and the Year-in-Europe co-ordinator, Dr Michael Schultze.

As with the year in Industry we cannot guarantee to find a placement for you. Further information on placements and study abroad is available from the University Study Abroad WEB pages.

### 5.4 Exchange Programmes Outside Europe

The University has a number of links in North America (U.S.A and Canada), Asia with the University of Hong Kong and the National University of Singapore and Australia with the University of Sydney. These exchanges provide opportunities to spend a year at one of our partner institutions, they do not lengthen the overall period of your studies: the period abroad replaces the Second Year at York for students on three-year degree programmes. Students who are registered for four-year degree programmes in Biology are not eligible for the exchange unless they transfer to a three-year programme.

If you are interested in this scheme look at the Study Abroad website.

### 5.5 Change of Degree Programme

If you should wish to change to any other programme, you should discuss the matter with your supervisor as soon as possible. If it is early in your programme it may be possible to complete your new programme, after a transfer, within your original three years, but if you transfer later, it is usually necessary to start again in the first year of your new programme in the following academic year.

### 6. Assessment, Progression and Award

An undergraduate programme of study is divided into a specified number of stages (1, 2, 3, 4) each of which is equivalent to a year of full-time study.

You must satisfy the requirements for one stage of your programme before being able to progress to the next stage. For a Bachelors degree, you need to get a credit-
weighted average mark of 40% for each stage.

If, after your marks have been calculated and any necessary compensation and reassessment procedures have been applied, you still do not reach the mark necessary for progression to the next stage, there are no other opportunities for continuing your studies. There are no opportunities for taking modules again.

The information provided in this handbook is a summary of the main points regarding assessment and progression. Full details of the university assessment rules can be found at: http://www.york.ac.uk/about/departments/support-and-admin/registry-services/guide/

6.1 CREDIT WEIGHTING

**Credit-weighting** means, in calculating your average stage mark, each module mark will be given more or less weighting according to the volume of credit (i.e. workload) that is associated with it. This can be done in two different ways to give the same result.

The first method is to multiply each of your module marks by the credits associated with the module, total the result and divide by 120 see Column 1, Table 1, Appendix 16.2.

The second method is to take 20 credits as the base number for weighting and multiply higher or lower credit modules in relation to that base. The total is then divided by the number of 20 credit modules in 120 which is 6. This calculation can be seen in Column 2 Table 1, Appendix 16.2.

Your degree classification will also be subject to **Stage-weighting**. Later stages of your programme are given more importance in terms of the final classification than earlier stages. This is because the later stages of your programme represent higher levels of work and are the culmination of your achievements and abilities.

6.2 UNIVERSITY MARK SCALE

The University applies the following mark scale to **undergraduate** work:

<table>
<thead>
<tr>
<th>Class</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-class Honours</td>
<td>70-100</td>
</tr>
<tr>
<td>Upper second-class Honours</td>
<td>60-69</td>
</tr>
<tr>
<td>Lower second-class Honours</td>
<td>50-59</td>
</tr>
<tr>
<td>Third-class Honours</td>
<td>40-49</td>
</tr>
<tr>
<td>Fail</td>
<td>0-39</td>
</tr>
</tbody>
</table>

The pass mark for module assessments is 40. However, if a module is in the 30 – 39 range, it is still possible to get the credits for the module if the performance in other modules is good enough to compensate. In other words, “marginal” failure in one module may be compensated by achievement in others.

6.3 STAGE 1 ASSESSMENT AND PROGRESSION

Assessment in stage 1 is designed to provide students and staff with information on student progress and to inform decisions of the Board of Studies on student
progression into stage (year) 2.

All closed examinations will take place in either the January assessment period (week 1 of the spring term) or the summer assessment period (weeks 5-7 of the summer term). You will achieve the credit for a module by passing the module assessments. Modules are assessed by a range of methods which will result in a numerical module mark out of 100. In order to satisfy the requirements for each stage, you must achieve 120 credits. The overall mark for stage 1 assessment (year 1) is obtained from the credit-weighted mean mark of the stage 1 modules.

The 120 credits that make up your stage 1 assessments are below:

<table>
<thead>
<tr>
<th>Module</th>
<th>Assessment</th>
<th>Timing of closed exam</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genetics I</td>
<td>Exam 100%</td>
<td>Wk 1 spring</td>
<td>10</td>
</tr>
<tr>
<td>Microbiology</td>
<td>Practical work 20%</td>
<td>Wk 1 spring</td>
<td>10</td>
</tr>
<tr>
<td>Biochemical skills I</td>
<td>Laboratory notebook 5%</td>
<td>Spring term</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Practical write-up 1 10%</td>
<td>Spring term</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practical write-up 2 10%</td>
<td>Spring term</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Closed exam 80%</td>
<td>Spring term</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring term</td>
<td>Wk 5-7 summer</td>
<td></td>
</tr>
<tr>
<td>Molecular biology and biochemistry</td>
<td>Practical work 8%</td>
<td>Autumn</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Practical work 12%</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Closed exam 80%</td>
<td>Wk 5-7 summer</td>
<td></td>
</tr>
<tr>
<td>Cell and developmental biology</td>
<td>Practical work 20%</td>
<td>Summer</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Closed exam 80%</td>
<td>Wk 5-7 summer</td>
<td></td>
</tr>
<tr>
<td>Foundation chemistry for biochemists I</td>
<td>Practical work 15%</td>
<td>Autumn term</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Practical work 15%</td>
<td>Autumn term</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Closed exam 70%</td>
<td>Wk 1 spring</td>
<td></td>
</tr>
<tr>
<td>Foundation chemistry for biochemists II</td>
<td>Closed exam (1) 30%</td>
<td>Wk 6-7 summer</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Closed exam (2) 40%</td>
<td>Wk 6-7 summer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practical work * 2 20%</td>
<td>Spring term</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practical work 10%</td>
<td>Summer term</td>
<td></td>
</tr>
</tbody>
</table>
To progress into stage (year) 2, a candidate must achieve all of the following:

- an overall stage 1 mark of 40 or above
- no module marks <30 (0-29 is an outright fail and must be reassessed)
- no more than 40 credits of failed modules (30-39 is a failed module)

Marks for all candidates are reviewed by the Board of Studies after the January assessments. Students considered to be at risk of failing at the end of the year are identified and the students (and their supervisors) will be informed in writing.

Candidates who will require reassessment or who have failed the course outright will be informed in writing by the University Examinations Office and the Chair of the Board of Studies and the Chair of Examiners in week 10 of the summer term.

### 6.4 STAGE 2 ASSESSMENT AND PROGRESSION

For each module, you will receive a module mark. The overall mark for stage 2 assessment is obtained from the credit-weighted mean mark of the stage 2 modules. The range of optional modules that contribute towards the 120 credits that make up the stage 2 assessments are summarised below (please note this information may change):

<table>
<thead>
<tr>
<th>Module</th>
<th>Assessment</th>
<th>Timing of closed exam</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immunology</td>
<td>Closed exam 100%</td>
<td>Wk 1 spring</td>
<td>10</td>
</tr>
<tr>
<td>Molecular biotechnology</td>
<td>Closed exam 100%</td>
<td>Wk 1 spring</td>
<td>10</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>Practical work 20%</td>
<td>Autumn</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Closed exam 80%</td>
<td>Wk 1 spring</td>
<td></td>
</tr>
<tr>
<td>Biochemical reaction mechanisms</td>
<td>Practical work 20%</td>
<td>Autumn</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Closed exam 80%</td>
<td>Wk 1 spring</td>
<td></td>
</tr>
<tr>
<td>Cell biology</td>
<td>Presentation 5%</td>
<td>Summer term</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Closed exam 95%</td>
<td>Wk 5-7 summer</td>
<td></td>
</tr>
<tr>
<td>From gene to function</td>
<td>Practical work 10%</td>
<td>Autumn</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Practical work 10%</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Closed exam 80%</td>
<td>Wk 5-7 summer</td>
<td></td>
</tr>
<tr>
<td>Developmental biology</td>
<td>Closed exam 100%</td>
<td>Wk 5-7 summer</td>
<td>10</td>
</tr>
<tr>
<td>Biomedicine</td>
<td>Presentations 5%</td>
<td>Summer term</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Closed exam 95%</td>
<td>Wk 5-7 summer</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Assessment Details</td>
<td>Duration</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------------------------------</td>
<td>-------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Proteins in 3D</td>
<td>Closed exam 70%, Practical work 1 - 5%, Practical work 2 - 10%, Practical work 3 - 15%</td>
<td>Wk 5-7 summer</td>
<td>10</td>
</tr>
<tr>
<td>Chemistry and disease I</td>
<td>Closed exam 70%, Practical work 1 - 5%, Practical work 2 - 10%, Practical work 3 - 15%</td>
<td>Wk 5-7 summer</td>
<td>10</td>
</tr>
<tr>
<td>Biochemical skills II</td>
<td>PCR write-up 30%, Lab notebook 10%, Closed exam 50%, Group poster / viva 10%</td>
<td>Spring term</td>
<td>30</td>
</tr>
</tbody>
</table>

To progress into stage (year) 3, a student must achieve **all** of the following:

- an overall Stage 2 mark of 40 or above
- no module marks <30 (0-29 is an outright fail and must be reassessed)
- no more than 40 credits of failed modules (30-39 is a failed module)

Marks for all candidates are reviewed by the Board of Studies after the January assessments. Students considered to be at risk of failing at the end of the year are identified and the students (and their supervisors) will be informed in writing.

Candidates who will require reassessment or who have failed the course outright will be informed in writing by the University Examinations Office and the Chair of the Board of Studies and the Chair of Examiners in week 10 of the summer term.

### 6.5 Compensation and Reassessment

To be eligible for compensation, you must meet the University’s compensation criteria, which are based on the module marks achieved and your credit-weighted mean for the stage. For an example of compensation see Table 3, Appendix 16.2, please note that this is provided purely as an example.

A module mark of 30-39 (fail) can be compensated by achievement in other modules. Only 40 credits of failed modules can be compensated in a year (stage). Thus, some modules with marks of 30-39 may also need to be reassessed.

In Stage 1 of a Bachelors programme, reassessment opportunities are available in modules up to a total of 90 credits, providing that no more than 50 credits have a
module mark of less than 30. For an example of how reassessment might be decided please see Table 4 in appendix 16.2.

Reassessment is only available to candidates with a failed module mark (0-39). Though please note that not all modules can be reassessed. If a student fails a module that cannot be reassessed or compensated, they will not be able to progress and will fail the programme, though you may, however, be eligible to receive a lower award. In Biochemistry all modules are reassessable, except the stage 3 project.

A module mark of 0-29 (outright fail) cannot be compensated and the module must be reassessed.

A candidate is not entitled to reassessment if they have more than 90 credits of failed modules (0-39) or they have more than 50 credits of outright fails (0-29) in a year (stage).

If reassessment of any modules is required then the examinations will take place in the University re-sit week, August 2012.

Note that practical components of modules cannot be reassessed.

It is only possible to be reassessed in a module once. If a student fails a module and fails the reassessment, they will not progress and cannot continue on the programme. You may, however, be eligible to receive a lower award.

After reassessment, to progress into stage (year) 2, a candidate must achieve all of the following:

• an overall stage 1 mark of 40 or above
• no module marks <30 (0-29 is an outright fail and must be reassessed)
• no more than 40 credits of failed modules (30-39 is a failed module)

Note that progression decisions following reassessment are made using the better of the original and reassessment marks for each failed module.

Students who fail and are reassessed in a module will not be allowed to gain an advantage over those who passed the module first time. We do this by “capping” the stage mark (not the module mark) after reassessment, which therefore affects the degree classification calculation.

The marks for all modules are included on student’s final transcripts.

In Stage 3 of a Bachelors programme, reassessment opportunities are available in modules up to a total of 40 credits. Please see Table 5 in appendix 16.2 for an example of how reassessment might be decided in this stage.

(For students on a four year degree programme, stage 2 consists of the second year (in York) and the third year (year away on industrial placement or as part of the Erasmus programme). The combination of the year in York and the year away comprises 40 % of the degree, with the second year (York) counting 30 % and the third year (away)
counting 10%.

A worked example for each of a Bachelors degree is illustrated in Table 2, Appendix 16.2.

### 6.6 HOW MANY CREDITS DO I NEED FOR A DEGREE?

A degree is awarded on the basis of credit acquired during your programme of study. In some circumstances, you may be eligible for an early exit award if you do not achieve the full requirements for the award for which you registered. The type of award you receive will be dependent on the number of credits you have achieved and at what level.

<table>
<thead>
<tr>
<th>Award</th>
<th>Credits</th>
<th>Including……</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors Honours degree</td>
<td>360</td>
<td>At least 100 Honours-level credits</td>
</tr>
<tr>
<td>Ordinary degree</td>
<td>300</td>
<td>At least 60 Honours-level credits over stages 2 and 3</td>
</tr>
<tr>
<td>Foundation degree</td>
<td>240</td>
<td>At least 90 credits at Intermediate-level (Stage 2)</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>240</td>
<td>At least 90 credits at Intermediate-level (Stage 2)</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>120</td>
<td>At least 90 credits at Certificate-level (Stage 1)</td>
</tr>
</tbody>
</table>

In some programmes you may be required to achieve more than the number of credits above (for example, where there is an additional year abroad or placement) or you will have achieved an additional 120 credits if you undertook a Foundation Year before stage 1. Note honours level equates to stage 3 study.

### 6.7 DEGREE CLASSIFICATION: BORDERLINE CASES

In cases where you miss the classification above by 2 or fewer marks, we look to see if you would have a higher classification if the weighting of the stages was in a different ratio.

The next higher classification will be awarded if, and only if, for Bachelor’s programmes - the credit-weighted total marks for stages 2 and above weighted in the ratios of 1:1 or 1:2 produce a final degree classification in a higher classification band.

No other conditions will be applied or assessments undertaken to determine the final calculation.

### 6.8 WHAT IF SOMETHING HAPPENS THAT DISRUPTS MY STUDIES?

You may encounter circumstances which hinder your academic progress. For example, you have a serious illness, a family member dies, you have your laptop
stolen, etc. It is vital that, should such circumstances arise, you consult your academic supervisor as soon as possible. It is important that any application for mitigating circumstances is submitted to the department before any assessment takes place or assessment deadlines occur.

Such circumstances are considered by the appropriate departmental committee (e.g. the Board of Studies and Mitigating Circumstance Committee) and the University Special Cases Committee. Further general guidance can be found in the Guide to Assessment Policies and Procedures and on the University Student Welfare pages.

6.9 WHAT IF I HAVE A YEAR AWAY FOR STUDY ABROAD OR AN INDUSTRIAL PLACEMENT?

For students on the four year degree programmes, stage 2 of your studies consists of the second year (in York) and the third year (away on industrial placement or as part of the Erasmus programme). The combination of the year in York and the year away comprises 40% of the degree, with the second year (York) counting 30% and the third year (on placement) counting 10%.

6.10 WHAT IF I DON’T MEET THE PROGRESSION OR AWARD REQUIREMENTS?

If you do not meet the requirements for a stage, you will not be able to progress, and if in the final stage of your programme you do not achieve the required credits you will not be able to graduate with your intended award (Bachelors, Integrated Masters etc). However, you may be eligible for an alternative award based on the credits that you have achieved. Similarly, if, for whatever reason, you choose to leave the University part way through your programme, you may be eligible for an early exit award based on credits achieved.

For example, if you do not meet the progression requirement from Stage 2 to 3 you may be eligible for a Certificate of Higher Education (based on the 120 credits you achieved in Stage 1). In Stage 3 of a Bachelors programme, if you do not achieve all 120 credits for the stage you may still be eligible for an Ordinary degree (300 credits) or a Diploma of Higher Education (240 credits).

7. ASSESSMENT METHODS AND SUBMISSION OF WORK

7.1 MODULE ASSESSMENT

This will consist of a wide range of assessments based on the work covered in the modules you follow. The form of assessment may vary from short answer or multiple-choice tests under closed conditions (closed examinations), to essays, small projects or written accounts of your practical work (assessed practical work). Some modules have a combination of open and closed assessments, some modules have closed assessments only and some will be based on posters, projects, essays or practical write-ups.

At the beginning of each module you will be informed of the type of assessments to expect. Where more than one type of assessment is involved, the marks from the various components will be combined (weighted appropriately) to provide an overall
mark for the module.

### 7.2 FORMATIVE AND SUMMATIVE ASSESSMENT

Some of the work you complete for modules will be ‘formative assessment’ this has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained.

All modules are finally assessed summatively. The assessment is used to indicate the extent of a learner’s success in meeting the assessment criteria and the mark achieved will count towards your progression, your degree and will appear on your transcript. This is to give both the Biochemistry Board and you feedback on how you are progressing on the programme.

### 7.3 CLOSED EXAMINATIONS

Closed assessments in stage 1 may be held in week 1 of the spring term and weeks 5 to 7 of the summer term. Your personal examination timetable will be available for down-loading from e:vision once the examination timetable is finalised.

Sample assessment papers for all modules (accompanied by specimen answers) are available on the Biology and Chemistry Departmental WEB pages. These are useful as a guide to the type of questions that will be asked in your closed assessment and as practice papers to use for revision purposes. Usually in stage 1 closed assessments will be comprised of ‘short answer questions’ of varying length and level of difficulty. In stages 2 and 3 there will also be an essay component to the paper.

There is detailed information for students on University Examinations procedures on the University WEB pages. We recommend that you read these pages before your first examination.

### 7.4 PRACTICAL WORK

If the module you are taking has practical classes that generate an assessment separate from the closed examination paper, the associated practical classes will be compulsory. Information on the forms of assessment associated with these practicals is available via the VLE and WEB based Assessed Practical Sheets which are posted on-line at the beginning of each term.

This information will advise you of the practical classes in the module that will be independently assessed, the form the assessment will take as well as information on the hand-in dates / times and locations for the assessment. You will be required to sign in to these classes. You should ensure that you do this, if you have not signed the attendance register you will be marked as absent.

If you miss an assessed practical, through illness or another reason, you must not attempt to deceive examiners by handing-in work relating to that practical. To do so is academic misconduct.
7.4.1 ABSENCE FROM PRACTICALS AND OTHER ASSESSED ACTIVITIES

Where a student wishes allowance to be made for absence from practicals, or other assessed work, the following procedure must be followed:

- Any student missing an assessed practical or other assessed activity for whatever reason must email the practical organiser, their academic supervisor and the Biology Undergraduate Office, detailing the reasons for the absence, within 24 hours of the scheduled activity. If the absence falls within the categories normally covered by mitigating circumstances a mitigating circumstance claim form should be submitted to the Biology Undergraduate Office.

- For minor illness, self-certification is acceptable as evidence justifying absences from practical classes or requests for extensions to submission deadlines for practical work. However, self-certification submissions are monitored and may not be accepted if extended or repeated.

- The practical organiser has discretion to require a confirmation of illness form (doctors note) or other suitable evidence if they feel that self-certification is unjustified.

- More serious illness or other circumstance leading to extended periods of absence will require submission of a confirmation of illness form with the mitigating circumstance claim.

7.5 TUTORIAL REPORTS

These are written by your tutor at the end of each set of tutorials and sent to your supervisor. You will be provided with copies of reports which originate in the Biology Department. Your supervisor will discuss them with you and will be interested to hear your view also. Your Chemistry supervisor will discuss your Chemistry tutorials with you. Marks for tutorial work do not count towards your degree.

7.6 STAGE 3 RESEARCH PROJECT AND RESEARCH SKILLS

Your stage 3 project is an essential part of your degree. Most people find it an interesting and stimulating experience, and we hope you will gain a lot from it. You will select your project at the end of stage 2. If you are interested in looking at the types of projects available to current final year students this information is available on the WEB.

In stage 3 you will also take a compulsory 'Biochemical skills module'. This will be examined by two assessments that consist of the following:

- **Open essay paper** – this is an open paper and you are given about ten weeks to complete a 3000 word essay with full access to libraries, on-line journals etc.

- **Comprehension and criticism paper** – is a three hour closed examination paper involving comprehension and criticism of a scientific paper.
7.7 SUBMISSION OF WORK

This is managed in a variety of ways:

- Closed examination papers are collected at the end of the assessment;
- Practical work completed in your own time will normally be handed into the Biology Undergraduate Office (Biology modules) by a specific date and time or submitted at the end of the practical or submitted to the VLE. Similar arrangements are in place in Chemistry. For work submitted to the VLE the submission deadline time will be 12 pm on the given date. You will be required to sign in your work when you submit to the office so under no circumstances should you leave work with any other person / office than that specified in the submission information.
- All work submitted for assessment (except for your stage 3 research project) must be identified by an examination candidate number. Do not put your name on your work.

*Only work submitted according to the given instructions will be accepted for marking.*

7.8 EXTENSIONS FOR ASSESSED WORK

Please read through the section on Mitigating Circumstances.

7.9 LATE HAND-IN OF ASSESSED WORK

Please note that work that is submitted after the submission deadline will be penalised as follows unless you have submitted mitigating circumstances and have received an official extension from the member of staff responsible:

- 10% of the available marks deducted for each day that the work is late;
- this will be applied up to a maximum number of five days after and including the submission deadline;
- weekends and bank holidays will be included within the five days;
- after five days the work will be marked at zero.

7.10 RETURN OF MARKED WORK

Once marked, work submitted for Biology modules will be returned to you via the Biology Undergraduate Office. This will be within six weeks of the submission deadline. You will be e-mailed when your work is ready for collection. A histogram of marks achieved is produced and posted on the notice boards outside the Biology Undergraduate Office when module marks are complete. This will include an explanation of how your final mark was computed. Similar arrangements are in place for the return of work completed for chemistry modules. *Please note that a selection of work is photocopied and retained by the Department quality assurance purposes.*
If you require individual examination requirements (e.g. extra time, the use of a computer or scribe for closed assessments) you must inform your Supervisor and the Biology Undergraduate Office at the beginning of your degree programme, usually An Assessment of Study Needs with a formal recommendation will have to be provided or medical documentation before any arrangements are put in place. A formal University assessment of your needs can be organized through Disability Services if you do not have one. No special arrangements can be put in place until you have been assessed.

If a calculator is required in a closed assessment this will be provided by the University, use of your own calculator is not permitted. The model currently being used is the Casio fx-85ES/Casio fx-85GT PLUS.

Details on the calculator and information on what you can and cannot take into an examination room are available on the WEB at: https://www.york.ac.uk/students/studying/assessment-and-examination/taking-an-exam/what-to-bring/.

It is very important that you know how well you are doing on your course, so understanding how you are assessed and giving you useful feedback on your work is essential. The main assessment and feedback routes are:

**Module marks** tell you how you did in each module, and the overall distribution enables you to judge your performance relative to the class. All first and second year work is returned to you. We believe that feedback on performance in the Term 1 - 6 assessments is important to your learning process, and we have the agreement of the University to return this work to you after marking, this is how we feed back to you your mark for the assessment. All returned work will have a mark appended and you will be informed of the overall mark you achieved for the module. An explanation of the marking scale used for assessment is at the end of this section.

You must retain your assessed work in an orderly portfolio that is always available for recall so that it can be further scrutinised by internal or external examiners if required. You are expected to comply promptly with any requests for material to be returned. In some instances, failure to return scripts to the Department when required to do so could result in the loss of marks. Your practical write-ups will be relevant to your studies later in the degree programme including your preparation for the final examinations. **Please note that a selection of work from across the range of achievement is photocopied by the Department before it is returned, and that these photocopies are retained for quality assurance purposes.**

Your module marks will also be sent to your supervisor who will be able to discuss them with you.
Chemistry first year work is usually returned via your Chemistry supervisor, who will discuss your performance with you.

Final year examination papers are not returned to you, however you will be allowed access to your Term 7 essay scripts in order to benefit from the markers comments. Marks for your term 7 assessments will be posted on the third year notice boards in the concourse in the middle of the spring term, though please note these are provisional marks that may be amended at a later date by the Final Board of Examiners.

**Specimen answers to examination papers**, posted on the web mean you can see clearly what was expected of you, for each module the markers will give general feedback on how well the questions were answered and point out any standard errors that students may have made. See WEB link below:

http://www.york.ac.uk/biology/intranet/currentundergraduatestudents/common-pages/past-papers/

**Tutorial reports** on how you did in your term’s tutorials. These are written by your tutor at the end of each set of tutorials and sent to your Supervisor who will provide you with a copy.

**What marks on a script mean:** Where marks are entered on individual scripts indication will be given as to which is the final overall mark, using the 0-100 scale.

## 9. MITIGATING CIRCUMSTANCES POLICY GUIDANCE FOR STUDENTS

### 9.1 WHAT COUNTS AS A MITIGATING CIRCUMSTANCE?

The University defines a mitigating circumstance as a problem that you have encountered which goes beyond the normal difficulties experienced in life and that has affected your academic performance adversely during the assessment period for which you are claiming.

The following guidance outlines the policy, procedure and evidence you need to submit if you want to make a claim for mitigating circumstances.

### 9.2 HOW AND WHEN DO I MAKE A CLAIM?

For each assessment period that is affected by mitigating circumstances, a Mitigating Circumstances Claim Form must be submitted, together with supporting evidence to the Biology Undergraduate Office by the appropriate deadline. A hard copy of the Form with supporting evidence must be handed in to the Biology Undergraduate Office (C009) and an electronic copy of the form should be e-mailed to the Biology Undergraduate Office Manager ([Julie Lord](mailto:Julie.Lord@york.ac.uk)).

The deadlines for receipt of Mitigating Circumstances forms are:

- Friday week 2, Spring Term for circumstances applying to Week 1 Spring term assessments;
Monday week 8, Summer Term for circumstances applying to Weeks 5-7 Summer term assessments;

Requests for extensions to submission deadlines for open assessments must be submitted to the Biology Undergraduate Office 24 hours before the submission deadline.

Claims forms relating to any mitigating circumstances applying to open assessment (practical work), must be submitted within a week of the normal deadline for completion of the assessment.

In the unlikely event that your mitigating circumstances prevent you from submitting your claim at the appropriate time, you should submit your claim as soon as you are able to do so. The evidence should show clearly why you were unable to submit the claim before the date of the assessment or the deadline for submission of the assessment.

9.3 THE CLAIM FORM

You should use the University Mitigating Circumstances Claim Form to inform us about circumstances that have arisen and/or problems you have encountered that you believe may or have affected your academic performance in any of your assessments. Only claims submitted via this form will be considered. Claim forms are available from the Biology Undergraduate Office and on-line at:

https://www.york.ac.uk/students/support/academic/mitigation/

9.4 HOW IS MY CLAIM CONSIDERED?

Your circumstances will normally be considered by the Mitigating Circumstances Committee. The Committee meet twice a year; in week 3 of the spring term and in week 8 of the summer term. Extensions for open assessments will be considered immediately by the Committee (usually by email) and we try to make a decision within 24 hours of you submitting a claim. Decisions on claims for missed practical classes that generate assessments are also usually considered within 48 hours of you submitting a claim.

The MCC can consider your claim only if you have completed the Mitigating Circumstances Claim form and submitted relevant evidence supporting your claim. Your claim will remain confidential and will be disclosed only to the MCC and those administering the Committee. For this reason your claim cannot be anonymous. If, however, you appeal against the decision of the MCC, members of the University’s Special Cases Committee and its administrator will see your claim and the associated evidence.

If your claim is accepted, the usual way of compensating for mitigating circumstances for closed examinations is to offer you the opportunity to take the assessment ‘as if for the first time’ in the August resit week. If you are offered a ‘sit-as-if-for-the-first-time’ opportunity and you accept this option, the mark you obtain for the second attempt will count in full towards any progression or award decision.
If you put in a claim for the January assessments you must decide if you wish to take the ‘sit’ assessment in August by the end of the spring term and inform the Biology Undergraduate Office of your decision in writing. Please note that if you elect to take the ‘sit’ assessment you will not be able to progress to your next year of study until after the resit Board has met in early September. If you are offered a ‘sit-as-if-for-the-first-time’ for the summer assessments you must inform the University Examinations Office and the Biology Undergraduate by mid-July.

If your claim was for a missed practical class that affected your ability to complete an open assessment you will be informed if the assessment will be voided and the practical component of your module assessment calculated from the practical work you were able to submit. For some practical assessments you may be provided with backup or class data such that you will be able to submit the work.

**Please note however that if you have already received a mark for your original attempt, that mark becomes void upon completion of the second attempt and is replaced with the new mark, regardless of which is the higher.**

If your claim is NOT ACCEPTED, the original mark for the assessment will stand. This mark could be a mark of zero if you have not taken the original assessment.

### 9.5 HOW WILL I BE NOTIFIED OF THE MCC’S DECISION?

You will receive written email notification of the MCC’s decision. You will be informed of the reason if your claim is rejected.

### 9.6 WHAT EVIDENCE DO I NEED TO PROVIDE IF I AM ILL?

If you fall ill and can go to the University’s Health Centre, you can be seen by a Medical Advisor there. They will complete a ‘Confirmation of Illness Affecting Assessment’ form which you can use as evidence for your mitigating circumstances claim. This service is available for all students even if they are registered with another doctor.

If you cannot go to the University’s Health Centre you can obtain evidence from another doctor. Please take a copy of the ‘Confirmation of Illness Affecting Assessment’ form found at [http://www.york.ac.uk/students/support/academic/](http://www.york.ac.uk/students/support/academic/)

Other third party medical evidence can also be considered, such as evidence of emergency treatment (e.g. from a dentist, Accident and Emergency doctor and others). This evidence should state the nature of your illness/injury and the length of time you will not be able to engage with academic work effectively.

If you have suffered from long-term illness you should provide a medical certificate or letter from your usual doctor or hospital consultant. Letters from the Open Door Team regarding medical conditions should specifically state that “the Open Door team is in possession of documentary medical evidence to support this request” and state who has provided the evidence. (Letters from the Open Door Team regarding non-medical conditions are discussed below.)
### 9.7 WHAT OTHER CIRCUMSTANCES ARE NORMALLY ACCEPTED AND WHAT EVIDENCE DO I NEED TO PROVIDE?

<table>
<thead>
<tr>
<th>Circumstances normally accepted</th>
<th>Examples of evidence that would support a claim based on this circumstance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compassionate grounds</td>
<td>A letter from the Open Door Team, a counsellor or a relevant independent third-party explaining that, <em>in their professional opinion</em>, the circumstances have had a serious impact on your ability to engage with academic work effectively during the assessment period in question</td>
</tr>
<tr>
<td>Exceptional personal circumstances</td>
<td>A letter from the Open Door Team, a counsellor or a relevant independent third-party explaining that, <em>in their professional opinion</em>, the circumstances have had a serious impact on your ability to engage with academic work effectively during the assessment period in question</td>
</tr>
<tr>
<td>Close bereavement</td>
<td>A death certificate</td>
</tr>
<tr>
<td>Victim of a serious crime</td>
<td>A crime report and number</td>
</tr>
<tr>
<td>Disabilities for which reasonable adjustments are not yet in place and where the delay is not due to the student</td>
<td>A letter from the Disability Services</td>
</tr>
<tr>
<td>Serious and unforeseeable transport difficulties</td>
<td>A letter from the relevant transport company or evidence of a major road incident</td>
</tr>
<tr>
<td>Interviews for placements or for employment</td>
<td>Evidence showing that the interview date cannot be rearranged</td>
</tr>
<tr>
<td>Legal proceedings requiring attendance</td>
<td>A letter from a solicitor or a court</td>
</tr>
</tbody>
</table>

*Note: The timing and nature of the above circumstances should have adversely affected your performance on the assessment(s) for which you are claiming mitigating circumstances.*
9.8 WHAT DOES NOT COUNT AS A MITIGATING CIRCUMSTANCE?

1. Paid work commitments or constraints arising from paid employment for full-time students;
2. Minor illnesses, for example, those for which only self-certification under the University scheme is available;
3. Disabilities for which reasonable adjustments have been made or where you have experience or time to manage the situation;
4. Long-standing minor medical conditions such as hay fever;
5. Over-sleeping;
6. Holidays;
7. Minor everyday surmountable obstacles, for example, disruption to normal domestic routine;
8. English being a second language;
9. Moving house;
10. Deadlines for work being set close together;
11. Planned health appointments;
12. Financial difficulties;
13. Breakdown of personal relationships unless leading to compassionate circumstances as described above;
14. Weddings;
15. Unavailability of course books/resources;
16. Attending or taking part in sporting or social events;
17. Voluntary work;
18. Unreasonable refusal to return to York for assessments scheduled in the vacation 're-sit' period.
19. Mitigating circumstances that affect an individual in relation to group assessed work cannot be claimed by other members of the group.

9.9 WHAT CIRCUMSTANCES ARE NEVER ACCEPTED

1. Loss of work not backed-up on disk or printing problems.
2. Misreading of the examination timetable.
9.10 WHY MIGHT MY CLAIM BE REJECTED?

1. The form is incomplete;
2. No independent documentary evidence has been supplied to support the request (letters from family, fellow students or academic supervisors are not normally sufficient on their own).
3. The timing of the circumstances cited would not have adversely affected the assessment(s);
4. The evidence submitted does not support the claim that the nature of the circumstances was over and above the normal difficulties.
5. The form was not submitted by the department deadline and the mitigating circumstances would not have prevented you making a claim by the deadline;
6. Sufficient mitigation has already been made for the same circumstances;
7. The mitigation is a disability for which reasonable adjustments have been made.
8. The circumstances are not, or not normally, accepted under Mitigating Circumstances Policy.

9.11 HOW DO YOU APPEAL AGAINST THE DECISION OF THE MCC?

You should write to the Chair of the Board of Studies stating why you think the MCC has reached the wrong decision in your case.

If the Board of Studies has already received and approved the MCC’s recommendation you will need to appeal to the Special Cases Committee. You should write to the Special Cases Administrator stating why you think the MCC has reached the wrong decision in your case. You should do this within four weeks of receiving notice of the MCC’s decision.

Information and advice on appeals is available from:

the administrator to Special Cases Committee: student-support@york.ac.uk and YUSU/GSA – academic@yusu.org or advice@yorkgsa.org

10. ACADEMIC MISCONDUCT

The University has a clear policy on academic misconduct, which includes all kinds of dishonesty.

In much of your study, working in co-operation with others and sharing and discussing ideas and insights form an essential part of learning. Yet there are times when your performance is assessed and it is vital to distinguish with total honesty your own contribution from that of others. For example, in practical classes you will often work in groups of two or more. **However, any write-up that you hand in must be your own work.** If you wish to include other people’s words or help, then it is proper to do so, provided the piece to be copied is clearly indicated (for example, by enclosure in
quotation marks, with a clear reference which is included in a reference list at the end of
the paper), and that any help is described clearly and identified.

**Note that if you attempt to deceive examiners by handing-in work relating to
practical sessions or seminars that you have NOT attended, this is academic
misconduct.**

### 10.1 UNIVERSITY REGULATIONS

These can be viewed at: [http://www.york.ac.uk/admin/aso/ordreg/r5.htm](http://www.york.ac.uk/admin/aso/ordreg/r5.htm).

You are responsible for ensuring that your work does not contravene the University’s
rules on academic misconduct, which are set out in Regulation 5. The University takes
a very serious view of such misconduct and penalties will be applied to students who
are found to have attempted to mislead examiners. Forms of academic misconduct
include:

- **Cheating**: deliberate failure to comply with rules governing assessments, e.g. by
  making arrangements to have unauthorised access to information.

- **Collusion**: assisting another individual to gain advantage by unfair means, or
  receiving such assistance yourself.

- **Fabrication**: misleading the examiners by presenting work for assessment in a way
  which intentionally or recklessly suggests that you have collected factual
  information which has not in fact been collected, or falsifies factual
  information.

- **Personation**: producing work to be submitted as that not of yourself but of another, or
  assuming the identity of another individual in order to deceive the
  examiners, or soliciting another individual to act or appear as yourself, or
  to produce work on your behalf.

- **Plagiarism**: incorporating within your work without appropriate acknowledgement
  material derived from the work (published or unpublished) of another.

The penalties for academic misconduct will depend on the seriousness of the offence.
Students found guilty of academic misconduct may, for example, have their degree
class reduced, fail their degree or be asked to leave the University.

**Assistance**

If you have had assistance with a piece of assessed work from anyone else, and do not
fully acknowledge it. It could constitute academic misconduct. This applies to proof-
reading or corrections by a friend or relative, or professional editorial help.

**Plagiarism**

To avoid plagiarism, any verbatim quotes from other sources **must** be put in quotation
marks (“.....”) and the source (name and date) acknowledged immediately after the
quote. For published sources, a full reference must be supplied in a footnote or a
reference list. If the source used is the Internet, then the acknowledgement details
given should be sufficient to allow another person to go straight to the site, sub-site or page (whichever is relevant). Use quotes sparingly – it is not acceptable to build an essay by abutting a series of quotations without synthesis or interpretation. Note that the use of other peoples’ data and illustrations must also be acknowledged, and details of the source(s) provided. Please note that the use of any form of essay bank is expressly forbidden.

If you are in any doubt at all about what constitutes plagiarism, and the steps you should take to avoid it, you are required to seek the advice of your supervisor.

Group Work And Collusion

Group work is designed to build teamwork skills. It will be necessary to collaborate with other members of your group to develop methodology and collect raw data. General discussion of the implications of your results within the group is also a legitimate scientific exercise. However, where a write-up of the work contributes towards formal, individual assessment, any subsequent statistical analyses of the raw data, presentation of results and all of the written report MUST be produced by you alone, and not in collaboration with any other member of your own or other groups. Collaboration at this stage constitutes academic misconduct (collusion). Obviously, these guidelines do not apply to situations where the assessment is based on a single piece of work produced by the group as a whole (e.g. a poster display or a group report).

If at any time you think you may be in a grey area with regard to collaboration / collusion you must seek advice from the module organiser immediately.

It is a University requirement that you complete and pass the on-line plagiarism exercise on the University VLE in your first year. In Biochemistry, we carry out this exercise in the first term. You are also expected to read the University Regulations concerning academic misconduct, as stated on the web-pages. If you are in any doubt at all about what constitutes plagiarism, and the steps you should take to avoid it, you should seek the advice of your supervisor.

11. WHAT TO DO IF YOU ARE HAVING PROBLEMS WITH YOUR PROGRAMME

We will monitor your progress as indicated by your tutorial reports and module marks, and your Supervisor will discuss these with you regularly. If you find yourself getting into difficulties with the degree programme, we will do our best to help you as far as we can, and we hope that you will discuss your problems with your Supervisor as soon as possible, before you get too far behind with your work.

If the difficulties prove impossible to overcome, it may be appropriate to consider changing your degree programme, taking a period of leave of absence (see http://www.york.ac.uk/admin/aso/ordreg/r6.htm#6.3), or, as a last step, withdrawing from the course. Particularly if the problem arises because you are not prepared to do sufficient work, we may consider it necessary to recommend to the University Special Cases Committee that you be asked to leave the University. If events should reach this unhappy stage, the Careers Service will be available to help you look for a future
Occasionally, it may be wise for a student to take leave of absence for up to a year to resolve some medical or personal problem before completing the programme. Generally, the University takes a sympathetic view of such cases, so long as the student's work is going quite well, but difficulties may arise if the student is not in 'good academic standing' (i.e. is not attending timetabled classes, has failed to submit work for assessment without explanation, has failed a number of modules etc). Since the sort of difficulties which might provide good grounds for leave of absence can also affect your work, you should raise the question as soon as you can foresee serious problems. The best plan is to discuss the matter with your supervisor who will pass it on to the Chair of the Board of Studies, and then to the University Special Cases Committee.

11.1 STUDENT SUPPORT AND WELFARE SERVICES

The University's Student Support Network is designed to provide students with quick and easy access to a variety of sources of help and advice on all aspects of life as a student. Personal supervisors in academic departments are responsible for overseeing both academic progress and general welfare. In addition each college has a welfare team which includes the Provost and a College Dean who has special responsibility for student welfare. Every full-time student is a member of a college and part-time students can request membership of a college. Students may approach their college welfare team for help and advice whether or not they are resident in the college at the time.

Central support services available to all students include the Accommodation Office, the Open Door Team, Counselling Service for Students, Disability Services, the Student Support Office, the Equal Opportunities Office, the International Office, the Student Financial Support Unit and the Harassment Advisers (who offer support in cases of harassment). In addition administrative offices in Registry Services provide information and advice. Welfare support is also available through the student-run organisations, particularly the Students' Union and the Graduate Students Association.

Information about the student support network and its co-ordination is widely disseminated, so that students seeking assistance in any quarter can, if necessary, be referred quickly to those with the specialist knowledge and skills to help them. The Student Support Services Handbook, issued to incoming students, describes the main contributors to the Student Support Network, and includes information about the Campus Nursery, the Health Centre, and the Chaplaincy.

Further information about support services can be found on the Student Support Office web pages.

11.2 STUDENT HEALTH, SAFETY AND WELFARE

The University regulations for students are as follows:

Shall at all times, whilst they are on University premises or taking part in University activities, follow the Health, Safety and Welfare Policy and comply with any health and
safety instructions given to them by the University, its Departments, the Students' Union, Athletic Union, Graduate Students Association or Overseas Students' Association.

Shall not, without the consent of the member of staff in charge of the area or activity, introduce any equipment for use on University premises, alter any fixed installations, alter or remove health and safety notices or equipment, or otherwise take any action which may create hazards for persons using the premises or employees of the University.

Shall not, intentionally or recklessly, interfere with or misuse anything provided by the University in the interests of health, safety or welfare. "

11.3 PROCEDURES FOR STUDENTS WHOSE PERFORMANCE IS UNSATISFACTORY:

- The failure (a mark of 39% or less) of any module assessment triggers a warning letter reminding you that you are required to achieve an average continuous assessment mark of 40% by the end of the year in order to be allowed to continue with your programme.
- If you fail a module assessment you will be required to see your supervisor to discuss your progress and together you should complete a simple form indicating whether the module failure was due to a lack of ability or a lack of effort (or both). If you have any mitigating circumstances you should make sure you follow the correct procedure for notifying the Board of this.
- The Chair of the Board of Studies may decide to use the Report Procedure (see below).
- Tutorials are compulsory. Students who fail to attend tutorials without good reason or who, in the judgment of the Board of Studies, fail to apply sufficient effort to the completion of tutorial assignments may also be put on report. Missing two tutorial sessions without giving your tutor an acceptable reason will trigger an informal warning (usually an email). Missing three tutorial sessions without giving your tutor an acceptable reason will trigger a formal warning (usually an email, letter and a request for you to discuss this with your supervisor). Further missed tutorial sessions will result in you being placed on report.
- The Board of Studies reserves the right to vary the above in the light of extenuating circumstances.

Report procedure:

It will quickly become obvious to the Board of Studies if you are struggling with your studies. We will be made aware of poor attendance from your tutors, practical class organisers, your submission (or lack of) of assessed work during the term and from module assessment results.

The Chair of the Board of Studies may decide that being 'on report' will help you improve your performance.

If you are put on report you will be required to record your attendance at all your lectures, practicals and tutorials, on a weekly basis. Your attendance at each class
must be signed for by the member of staff giving the lecture etc, immediately after the class has finished, not retrospectively at a later date. At the end of each week (by **5.00pm on the Friday**), the form must be handed in to the Biology Undergraduate Office who will check that you have attended all your taught classes.

In the past we have found some students have benefited from this system - it has helped if they have struggled with self-organisation, and if lack of application / motivation and poor attendance has been a problem some students have found the discipline of being ‘on report’ has helped with this.

Failure to meet the conditions of the Report Procedure (after due written warning) will constitute grounds for a recommendation to Special Cases Committee that their programme be terminated.

### 12. YOUR JUDGEMENT OF OUR TEACHING AND ASSESSMENT

We take very seriously your views on our teaching, and the quality of your learning experience. This is an important part of the University’s programme of Quality Assurance, and in the appraisal of members of staff.

After each module, we ask you for your views on the module, those teaching it and the assessment. We also ask you to comment on each term’s tutorials.

Your Executive Committee representatives also raise any issues for discussion at regular meetings of the Biochemistry Executive Committee or directly with the Chair of the Committee.

External Examiners, who monitor assessment and examination procedures, also ask for student views on the course, and discuss these in their annual reports.

And, of course, we don’t just receive your feedback – we act on it.

### 13. COMPLAINTS PROCEDURE

The Biochemistry Programme has a procedure to be used if you wish to lodge a complaint about the academic conduct of any member of staff or any significant departure from procedures agreed by the Board of Studies. A complaints form can be obtained from the Biology Departmental Undergraduate Office and, once completed and signed by all complainants, should be sent to the Chair of the Biochemistry Executive Committee or relevant Head of Department.

### 14. PERSONAL DEVELOPMENT, EMPLOYABILITY, CAREERS AND EXTRA-CURRICULAR ACTIVITIES

Personal employability planning (PEP) is a structured and supported process undertaken by students to reflect upon their learning, performance and achievement and to plan for their personal, educational and career development.

It is University policy that students will be provided with at least one structured PEP discussion each year, typically between student and their supervisor. These
discussions will take place during the normal supervisory meetings between supervisor and supervisee at the end of spring term.

14.1 THE EMPLOYABILITY TUTORIAL

The Employability Tutorial helps you to make the most of your time at University, and plan for your future. Employability is not just about employment – it is about gaining the skills, experience and attitude to achieve what you want in life. You can access it online, and you can work on it in short sections.

Whether you know what you want to do after you graduate, and want to maximise your chances of getting it – or if you don’t know, and want some help deciding, the Employability Tutorial will lead you through the process.

Many graduate employers value employability skills more than your degree subject. The Employability Tutorial helps you to analyse, develop and demonstrate your skills. It includes a ‘What can I do while at York?’ section, which will help you find opportunities for skills development – but also, to find things you will enjoy.

Part of the Employability Tutorial is your Employability Plan, which we recommend you complete by Spring term of stage 1. Your department recognises the value of employability; you will have an opportunity to discuss your plan with your supervisor. Ask your supervisor about this, or look out for announcements.

Your Employability Plan is a space to record the skills you are gaining from your degree, your extra-curricular activities and achievements, and your plans for the future. It will help you to make the most of your time at York, and plan for your future – and it may help your supervisor when writing references.

Have a look at the Employability Tutorial now: vle.york.ac.uk

14.2 CAREERS

Your University career is only the start and the preparation for your life, and it is sensible to think and dream ahead. The Biology Department has a [Careers website](http://careers.york.ac.uk) and Careers guidance is delivered by the Biology Careers Liaison Officer, Dr Daniel Ungar and Dr Hilary Jones (trainer and associate careers advisor). Jane Simpson is based in the University Careers Office and she works with Daniel and Hilary providing career planning support for Biology students. You'll meet her at the Departmental ‘Cookies careers drop-in sessions’ and at various other careers events throughout the year. You can also contact her if you'd like a one-to-one chat about your careers ideas.

The Careers Centre is located behind Campus Central Car Park, near the Student Administration building and Computing Services. You do not have to come to see us on campus to make appointments, book onto careers events or view vacancies! To do these things and more, use the [interactive careers service](http://careers.york.ac.uk).
14.3 THE YORK AWARD

The York Award is a University skills development programme that offers students an opportunity to gain formal recognition for a wide range of activities not included in their degree programmes.

Whether you are working in a bar or on a research project, an active volunteer in York or elsewhere, a member of a college Junior Common Room Committee or a student society, an athlete or an aesthete, you are developing useful skills and valuable experience. The York Award can help you make the most of these experiences and provide recognition for them in the form of the University’s unique York Award certificate. Central to the Award are the ideas of planning and learning by doing. Assessment is by portfolio and presentation. Further information can be found on the University Careers website.

14.4 LANGUAGES FOR ALL

The University provides tuition in several languages for all students. Tuition is offered at five levels. Level 1 requires no experience and Level 3 corresponds to an A level background. These courses are not compulsory, but you should consider taking advantage of the scheme. Information on the programme is available from the Language Teaching Centre.

14.5 CLUBS AND SOCIETIES

You can join societies in which you may be interested at the Societies Fair at the start of term, or later, as you wish. There is an active Biosciences Society run by students. The Students in the Biosciences Society enjoy a variety of social and sporting activities, as well as arranging scientific events such as a seminar program.

14.6 DEPARTMENTAL TALKS

Two or three times in the Autumn, Spring term and early Summer terms, York Biology Lectures will be given by eminent biologists visiting the University. These are aimed at a non-specialist audience and you are strongly encouraged to attend. However, sometimes you will be unable to because of timetabled Chemistry lectures or practicals. These lectures are highlighted on your timetable.

There are a number of lunchtime seminar groups which meet regularly once a week during term time; each covers a particular area of research interest and includes the Biochemistry and Structural Biology seminars, which are currently timetabled at lunchtime on Fridays. These are primarily intended for final year undergraduates, research students, post-doctoral staff and lecturers, but first and second year undergraduates may also find them of interest and are welcome to come to any of the seminars. The seminar programmes are posted around the Department and are also available on the Department of Biology WEB pages.
A number of prizes are awarded annually to students, Biochemistry students are eligible for all of these:

**First Year**
Prize of £200 for the best academic performance in the first year

**Second Year**
Prize of £200 for the best academic performance to the end of the second year

The Society for General Microbiology awards a £100 prize to the second year student with the highest overall mark for modules in Microbiology, Immunology and Biotechnology.

**Final Year**
The Biochemical Society donates a £200 prize for the highest final year biochemistry project mark.

Biology Head of Department’s prize for the best all-round contribution to the life of the Department (£200)

The Oxford University Press Prize for the most improved student (£100)
15. STAFF INFORMATION & CONTACT DETAILS

Below is a list of Biology and Chemistry academic staff who act as supervisors for undergraduate students. Full information on current staff in both Department’s can be found on their websites.

<table>
<thead>
<tr>
<th>Title</th>
<th>Firstname</th>
<th>Surname</th>
<th>Room</th>
<th>Dept</th>
<th>Tel No</th>
<th>Email</th>
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<tr>
<td>Dr</td>
<td>Daniela</td>
<td>Barilla</td>
<td>B/L106</td>
<td>Biology</td>
<td>8715</td>
<td><a href="mailto:daniela.barilla@york.ac.uk">daniela.barilla@york.ac.uk</a></td>
</tr>
<tr>
<td>Dr</td>
<td>Christoph</td>
<td>Baumann</td>
<td>B/L119a</td>
<td>Biology</td>
<td>8828</td>
<td><a href="mailto:christoph.baumann@york.ac.uk">christoph.baumann@york.ac.uk</a></td>
</tr>
<tr>
<td>Dr</td>
<td>Leo</td>
<td>Caves</td>
<td>B/S/107</td>
<td>Biology</td>
<td>8619</td>
<td><a href="mailto:leo.caves@york.ac.uk">leo.caves@york.ac.uk</a></td>
</tr>
<tr>
<td>Dr</td>
<td>Setareh</td>
<td>Chong</td>
<td>B/A/002B</td>
<td>Biology</td>
<td>8534</td>
<td><a href="mailto:setareh.chong@york.ac.uk">setareh.chong@york.ac.uk</a></td>
</tr>
<tr>
<td>Dr</td>
<td>James</td>
<td>Edwards</td>
<td>B/L113a</td>
<td>Biology</td>
<td>8677</td>
<td><a href="mailto:james.edwards@york.ac.uk">james.edwards@york.ac.uk</a></td>
</tr>
<tr>
<td>Professor</td>
<td>Jennifer</td>
<td>Potts</td>
<td>B/L113</td>
<td>Biology</td>
<td>8679</td>
<td><a href="mailto:jennifer.potts@york.ac.uk">jennifer.potts@york.ac.uk</a></td>
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<tr>
<td>Dr</td>
<td>Michael</td>
<td>Schultze</td>
<td>B/L218</td>
<td>Biology</td>
<td>8690</td>
<td><a href="mailto:michael.schultze@york.ac.uk">michael.schultze@york.ac.uk</a></td>
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<tr>
<td>Dr</td>
<td>Gavin</td>
<td>Thomas</td>
<td>B/L116</td>
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<td>8678</td>
<td><a href="mailto:gavin.thomas@york.ac.uk">gavin.thomas@york.ac.uk</a></td>
</tr>
<tr>
<td>Dr</td>
<td>Daniel</td>
<td>Ungar</td>
<td>B/L017</td>
<td>Biology</td>
<td>8656</td>
<td><a href="mailto:dani.ungar@york.ac.uk">dani.ungar@york.ac.uk</a></td>
</tr>
<tr>
<td>Dr</td>
<td>Marek</td>
<td>Brzozowski</td>
<td>B/K174</td>
<td>Chemistry</td>
<td>8265</td>
<td><a href="mailto:marek.brzozowski@york.ac.uk">marek.brzozowski@york.ac.uk</a></td>
</tr>
<tr>
<td>Dr</td>
<td>Gideon</td>
<td>Grogan</td>
<td>B/K138</td>
<td>Chemistry</td>
<td>8256</td>
<td><a href="mailto:gideon.grogan@york.ac.uk">gideon.grogan@york.ac.uk</a></td>
</tr>
<tr>
<td>Dr</td>
<td>Seishi</td>
<td>Shimizu</td>
<td>B/K064</td>
<td>Chemistry</td>
<td>8281</td>
<td><a href="mailto:seishi.shimizu@york.ac.uk">seishi.shimizu@york.ac.uk</a></td>
</tr>
<tr>
<td>Professor</td>
<td>Tony</td>
<td>Wilkinson</td>
<td>B/K169</td>
<td>Chemistry</td>
<td>8261</td>
<td><a href="mailto:tony.wilkinson@york.ac.uk">tony.wilkinson@york.ac.uk</a></td>
</tr>
<tr>
<td>Professor</td>
<td>Keith</td>
<td>Wilson</td>
<td>B/K170</td>
<td>Chemistry</td>
<td>8262</td>
<td><a href="mailto:keith.wilson@york.ac.uk">keith.wilson@york.ac.uk</a></td>
</tr>
</tbody>
</table>

16. APPENDICES

16.1 GUIDELINES FOR WRITTEN WORK

Is there more to it than writing good essays? Yes. The problem with simply asking you to write essays is that different tutors have different ideas as to what constitutes a good essay. To
avoid this confusion, the Biology Department has decided to define more precisely what is expected in written work for a tutorial. You should never simply be asked to write an essay; instead you should be asked to write about a topic with a specific objective in mind. Depending on the objective for any piece of work, the "essay" format may or may not be most appropriate.

THE OBJECTIVES OF WRITTEN TUTORIAL WORK:

In tutorials you will be expected to learn, to think, to take part in discussions and to enjoy yourself. You will be expected to complete some written work at intervals throughout the term. What is the purpose of that written work?

- to get you to learn some facts?
- to help you learn how to gather facts?
- to help you learn to construct a logical argument?
- to help you learn how to break down a complex problem into its component parts?
- to help you learn how to write a summary of a broad subject?
- to help to develop critical skills?
- to help you learn how to present data?

With so many different purposes for setting written work it is obvious that a writer who does not know the purpose of the exercise will be unlikely to do well. Consequently the tutor setting written work is expected to make clear to the tutee exactly what is expected of them. The tutor and the tutee should jointly be able to identify particular skills that need developing and they should be able to agree written assignments that are appropriate.

So before starting any piece of written work, make sure you are clear as to exactly who the reader will be and be conscious of what that reader will be seeking.

PROVIDING A STRUCTURE TO WRITTEN WORK

THE USE OF HEADINGS AND SUB-HEADINGS

A good starting point when approaching any new subject or problem is to construct a list of headings that cover the main topics that you think are relevant to the discussion. You can often do this before you even read about the subject, indeed it is a good exercise to do so. (If you read about a topic before you have begun to think about it yourself you will find yourself thinking within a framework already defined for you by someone else.) Having tried to define your own list of headings you will often find that the experts have a more complete set or even a different set, but you will have taken the vital step of beginning to compare your ideas with the ideas of others.

The generation of the list of headings is a mixture of creativity, memory and logic. Having produced your list you should now try to put the list in the "correct" order. In order to do this ranking task you will have to think about each heading and you will exercise your judgement, critical ability and logic. Don't worry about fine judgements at this stage, simply try to rank the heading topics as very important, important and less important. Think about the criteria you are using to make that judgement and be prepared to justify that
After having completed these tasks, you may realise the need to gather more information and to read the ideas of others. Why, you may ask, should the reading be done after thinking about the subject? Simply because when you begin gathering information your brain will not simply act as a sponge, it will try to fit the information into the framework that has already begun to form in your brain. Even if your preliminary thoughts have been incomplete, they will have helped you seek and assimilate information more efficiently. The advantages of this are:

- you will be able to be more selective in your reading because you will already have some views that some topics seem more important than others and you can be more selective in your information gathering
- you will be able to develop your critical faculties as you read because some of the work you read about will imply that your order of ranking is wrong - maybe they are right but maybe you are right, so think of how you would justify your own views
- as you read you will inevitably find that others have had thoughts that you have not had. That may seem disheartening but if you can see the way they arrived at that extra creativity you should be able to learn from the experience. Every once in a while you will have an idea that seems new and then you will feel great.

**SHOULD YOU USE DIAGRAMS AND FIGURES?**

Of course you should if they are the best way of presenting information. The old fashioned idea that "essays" must be continuous text is inappropriate and no modern scientific communication is restricted in that way. If you use diagrams or graphs that are copied from a book or article, reference them properly and if necessary supplement them. However, by presenting such information you are claiming a knowledge and understanding of it and you must be ready to discuss the detail of it if asked. All figures and tables should be referred to in the body of the essay, so that the purpose of them being there is clear.

**REFERENCES**

You should be able to justify statements either by argument or by reference. "There has been a huge loss of tropical rainforests and this essay is going to discuss the consequences of this to .........." contains some statements that need justification. Exactly what is meant by "huge "? To some people 20% would seem huge; to others it might be small. So better to provide specific, absolute figures that have been measured or estimated by a reliable authority; "the loss of tropical forests varies from x% in country A to y% in country B (Bloggs et al., 1996) and the consequences of the loss and changes in land use deserve consideration. " Biologists cannot agree as to the best form in which to give references but they always give them! A good way of learning how to give references is to copy the format of a book or journal. Be consistent.

There are two common methods:

**Author surnames and year.** The names of the people who conducted the work and the year they published the work are given in the text (Bloggs et al., 1996; Najoski, 1989). This is the **CITATION**. with t The full or partial **REFERENCES** should then be at the end of the article, (preferably giving the list in alphabetical order of surname - a trivial task if you use a
A good way of learning how to give references is to copy the format of a book or journal. Be consistent. Each reference should contain the equivalent information and in the same order and, obviously, all citations should have a corresponding reference, and VICE VERSA.


This is known as the Harvard system , and is used by journals such as **ECOLOGY** and **GENETICS**.

**Sequential numbers.** Sequential numbers are used as markers in the text , (1,2) , usually as superscripts 1,2 . and a numbered list of references is given at the end of the article


This is often referred to as the Chicago system, used by **NATURE** and **SCIENCE**.

The reference list need not be very long but you must give sufficient references to enable the reader to check your facts and to find both alternative and supporting views on the subject. A few good specific references, including recent appropriate reviews are better than a mass of rather out-of-date or inappropriate references. The choice of references tells the reader something about your view of the subject so it deserves thought.

It is a useful exercise to look at a journal article carefully to see how the author has used references. It can be profitable to adopt the reference style of one journal you like as your own default style.

**ENGLISH AND GRAMMAR**

Style and spelling are very important elements of effective communication. Sloppy grammar and spelling are not merely irritating, they disastrously undermine the reader’s confidence in the writer’s professional expertise. They are symptoms of woolly thinking and carelessness that make the scientific and logic content suspect as well. If you can think straight about scientific concepts, you can think straight about the words needed to express them unambiguously. Both need practice, however, and one of the most important transferable skills you will develop in tutorials is the ability to communicate effectively both orally and in writing.

There is no excuse for spelling mistakes ! now that PCs and wordprocessors are accessible to all. You can get your spelling, and even get your grammar, checked by the computer. But don’t rely on this: spellcheck programmes don’t know many scientific words, and can’t tell that a word is correctly spelled but wrongly used , a classical example being “it's” where “its” is correct. However, your work in the Biology department will usually be marked on the scientific and logic content not on the style or spelling (except in the case of the 3 rd year project some of the mark is assigned to presentation, which includes spelling and grammar). It is expected that a tutor will point out ways of improving the use of English and they will be ready to offer
advice and guidance.

Those of you who were skilled at producing flowing school essays, (classical “essays”), which have no headings, figures, or drawings but were delightfully full of well-crafted sentences, might need to adjust their style. Don’t abandon the well-crafted sentence, simply use it in a new context.

HOW LONG SHOULD A PIECE OF WRITTEN WORK BE?

There are very few topics that cannot be addressed quite succinctly. One of the skills we want you to develop is an ability to take a subject and to identify the key issues and to summarise them. Indeed, very often you could convince someone that you had that ability by giving them a list of headings with maybe one or two paragraphs of text supporting each heading. The discipline of writing a short report forces you to think and express yourself clearly. There should be very few pieces of written tutorial work that should exceed 4 A4 pages. Even if you get enthusiastic about a subject and find it easy to write several pages, you should include a summary at the beginning to show that you can identify the key points if needed!

THE DIVERSITY OF WRITTEN WORK

The typical "essay" is essentially a review article, summarising the evidence and current views on a subject. However there are many other formats for scientific communication, and you might discuss with your tutor whether you could tackle a suitable topic in the form of, for example:

- a poster
- a web page
- a leaflet
- a research project proposal

In each case you need to define your readership and think about the appropriate level and style.

The ability to use a computer effectively to produce written work is essential for any modern graduate. Tutorial assignments are your main opportunity to develop your skills in this direction, and in most cases a printed (or electronic) document will be the most appropriate way to present your work. You will still be expected to write by hand in closed examinations, though, so don’t let your pen-wielding muscles atrophy completely!

TUTORIAL WORK IS NOT ASSESSED

The written work that you do for tutorials does not contribute directly to the module marks that you carry forward to count towards your degree class. This is deliberate: the purpose of tutorials is learning, not assessment. However, the skills that you learn in tutorials will certainly be important in the written assessments that you will undertake later in the course. The Open Essay Paper in stage 3 is an open written assessment which judges your ability to write a
scientific “essay” using the skills you have developed in tutorials. You will be able to practice these skills using past exam papers during Term 5 tutorials. You will also be asked to write essay-style answers under closed examination conditions in some module assessments. The rules of good writing that you learn in tutorials apply here too. It is just as important to structure your response into a coherent argument that answers exactly the question that was set, as it is to have all the relevant factual information in your head. There are special conventions that apply to the presentation of experimental studies, and you will be given specific instructions when you are asked to submit a write-up of module practicals and when you come to write up your research project.

16.2 PROGRESSION EXAMPLES

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57 is the credit-weighted mean mark for the stage

57 is the credit-weighted mean mark for the stage
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<td>65.5 x 0.60 = 39.3</td>
<td></td>
</tr>
<tr>
<td>Final degree calculation</td>
<td>24.32 + 39.3 = 63.62 4 = 64 = Upper second-class Honours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Credit-weighting – a 30 credit module is worth 1.5 times that of a 20 credit module.

2 Credit-weighting – a 10 credit module is worth half that of a 20 credit module.

3 Credit-weighting – a 40 credit module is worth twice that of a 20 credit module.

4 If you have committed academic misconduct, any penalty points will be subtracted at this point and may have a negative impact on your degree classification.
### TABLE 3 EXAMPLE OF COMPENSATION

A student has the following profile of module marks:

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A</td>
<td>20</td>
<td>38 (Fail)</td>
</tr>
<tr>
<td>Module B</td>
<td>20</td>
<td>38 (Fail)</td>
</tr>
<tr>
<td>Module C</td>
<td>20</td>
<td>50 (Pass)</td>
</tr>
<tr>
<td>Module D</td>
<td>20</td>
<td>50 (Pass)</td>
</tr>
<tr>
<td>Module E</td>
<td>20</td>
<td>50 (Pass)</td>
</tr>
<tr>
<td>Module F</td>
<td>10</td>
<td>50 (Pass)</td>
</tr>
<tr>
<td>Module G</td>
<td>10</td>
<td>50 (Pass)</td>
</tr>
</tbody>
</table>

In this example, none of the modules has been designated as non-compensatable, none of the module marks is below 30 and the credit-weighted mean over all modules in the stage is 46. Therefore, the marginal failure in Modules A and B can be compensated by the achievement in Modules C-G.

### TABLE 4 REASSESSMENT STAGE 1 EXAMPLE

In Stage 1 of a Bachelors programme, reassessment opportunities are available in modules up to a total of 90 credits, providing that no more than 50 credits have a module mark of less than 30.

For example, a student has the following profile of module marks:

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A</td>
<td>20</td>
<td>29 (Fail)</td>
</tr>
<tr>
<td>Module B</td>
<td>20</td>
<td>28 (Fail)</td>
</tr>
<tr>
<td>Module C</td>
<td>20</td>
<td>38 (Fail)</td>
</tr>
<tr>
<td>Module D</td>
<td>20</td>
<td>38 (Fail)</td>
</tr>
<tr>
<td>Module E</td>
<td>20</td>
<td>65 (Pass)</td>
</tr>
<tr>
<td>Module F</td>
<td>10</td>
<td>65 (Pass)</td>
</tr>
<tr>
<td>Module G</td>
<td>10</td>
<td>60 (Pass)</td>
</tr>
</tbody>
</table>

This student must be reassessed on Modules A and B (marks below 30) and has the option to be reassessed in modules C and D because there are less than 50 credits with a mark below 30 and the total reassessment required is for 80 failed credits.

In such cases, students should discuss their decision with their academic supervisor. It is possible that, if Modules A & B are passed on reassessment, then Modules C & D could be compensated for.
TABLE 5 REASSESSMENT STAGE 3

For example, a student has the following profile of marks:

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
<th>Mark</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20</td>
<td>F</td>
<td>This student must be reassessed in Module A because the mark is below 30 and therefore cannot be compensated.</td>
</tr>
<tr>
<td>B</td>
<td>20</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>20</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>20</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>20</td>
<td>P</td>
<td></td>
</tr>
</tbody>
</table>