

Your studies

STUDENT HANDBOOK
SCHOOL OF
BIOLOGICAL
SCIENCES

Undergraduate student handbook

2016–2017



University of Essex

Introduction



Welcome

Welcome to the School of Biological Sciences and thank you for choosing to study with us.

The School is a rich community of administrative, research, teaching and technical staff, and postgraduate and undergraduate students, working together to provide learning, research and scholarship opportunities. You join in this community through your study, your participation in lectures, tutorials, seminars, practicals and field courses, and through your daily interaction with staff. We hope that your experience here will confirm the reputation of the School as a friendly, informal but supportive place in which to work and study, and that you will contribute positively to that atmosphere.

Undertaking a degree course is a major and important step in life, both in terms of personal development and in career planning. Studying for a degree is also a very complex activity, and science degrees in particular are very busy, because of the practical components. You may have concerns and questions about the organisation of your degree course, what is expected of you as an undergraduate student, what is the structure of the degree, what facilities are available, who to see, how is your work assessed etc. This Undergraduate Handbook should provide answers to many of your questions, encouragement and advice, and clarify much about the organisation of the degree courses and the School. It is also available on the 'current students' section of the School webpage and in the 'Resources' section on Moodle. The version on the webpage will be updated yearly and any changes to advice, procedures, rules and regulations in subsequent years will be flagged to you each year, normally by email. We hope that your time here will be stimulating and rewarding, and that you will use the opportunities and facilities of the University and School to the full, to achieve your goals.

Professor Christine Raines
School of Biological Sciences

About your Student Handbook

This handbook has been designed to give you essential information about the School of Biological Sciences and the University.

Other sources of information are available to help you at www.essex.ac.uk/myessex. Friendly departmental staff are here to help and you can find their contact details in this handbook.

Remember that at Essex, we don't separate our students and academic staff, or our professional services staff from our alumni. Everyone is a member of our community for life. Our three uniquely intimate campuses encourage an inter-weaving of people, ideas and disciplines. We celebrate diversity and challenge inequality. Whatever your background, race or sexual orientation, you are part of a vibrant community that lives, learns and plays together.

All information in this guide was correct at the time of printing.

1.1 Contents Page

Contents

1.2	Term dates, academic week numbers and important information about attendance	8
	Term dates	8
	Field Courses/Summer Schools	8
	Examination Dates	8
1.3	Teaching timetable	8
1.4	Link to <i>myEssex</i>	9
2.1	Academic Staff	10
2.2	Administrative Staff.....	14
2.3	Location of school, undergraduate office, opening hours, common room, noticeboards and photocopying facilities.....	15
	Our location	15
	Opening hours	15
	Common room.....	15
	Noticeboards	15
	Photocopying.....	15
2.4	School support for students	15
	Need to talk to your tutor?	15
	Information about Peer Mentoring in the School.....	16
	Support for female students	16
	Staff research interests.....	16
	School seminars	16
2.5	Correspondence and communication.....	17
2.6	School annual prizes	17
3.1	Teaching and learning methods.....	19
	Support from Graduate Laboratory Assistants (GLAs) in practicals	20
3.2	Teaching and learning expectations	20
3.3	Moodle and FASER	21
3.4	Course structures	21
	Undergraduate courses.....	22
	Items you will need	22
	Additional costs for fieldwork.....	22
	Programme specifications	24
	Credits	24
	Module enrolment.....	24
	External requirements	24
3.5	Changing your degree and maximum period of study	25
3.6	Listen Again.....	25
3.7	Final year projects	26
3.8	Study Abroad.....	26
3.9	Placement information and employability modules.....	27

Placements	27
Assessment of placement years	27
Employability modules	27
Summer vacation studentship awards	27
Job references: Requesting references from members of staff	27
Copies of references	28
3.10.1 Information for disabled students	28
3.10.2 Information for international students	28
3.10.3 Mature and part-time students	28
3.11 Student representation, Student Staff Liaison Committee (SSLC), Student Assessment of Modules and Teaching (SAMT) and student surveys	29
3.12 Library services	29
3.13 Attendance monitoring (Count-me-in) and absence from sessions	29
3.14 Your progress	32
4.1 Rules of Assessment	33
Exit Awards	33
4.2 Extenuating circumstances, withdrawing and intermitting	33
4.3 Re-marking of coursework	34
4.4 Moderation, second marking policies and External Examiners	34
4.5 Appeals, complaints, and fitness to practise	35
4.6 Academic offences policy	36
4.7 Ethics	37
5.1 Data Analysis and Interpretation (DAI) questions	38
5.2 Assignment and essay length	38
5.3 Guidelines on writing assignments	39
Specific to structure of an SPF	39
5.4 Referencing	40
5.5 Coursework submission	40
First Year	40
Second year and final year	40
Submitting hard copies of your work	41
Online coursework submission via FASER	41
Watermarked hard copy submission	42
5.6 Deadlines and late coursework policy	42
Undergraduate course deadline policy	43
Late work submitted within 7 days of the deadline	43
Long-term issues/extenuating circumstances	43
Missed or late work for final year Issues modules and projects	43
5.7 Assessment criteria	44
Assessment criteria for essays	44
Assessment criteria for SPF reports	45
Assessment criteria for posters	46
Assessment criteria for worksheets	47
Assessment criteria for oral presentations	47
Assessment criteria for oral presentations (SPF-type)	48



5.8	Anonymous marking in coursework policy	49
5.9	Return of marked coursework	49
5.10	Reassessment in coursework	49
5.11	Resitting out of residence	50
6.1	Examination regulations.....	51
6.2	Access to exam scripts	51
6.3	School policy on the use of dictionaries and calculators.....	51
	Dictionaries	51
	Calculators.....	51
6.4	General information about summer exams and examination results	52
6.5	Help to prepare for your exams.....	52
6.6	Anonymous marking policy in examinations.....	54
6.7	Reassessment in examinations	54
7.1	Good Academic Practice	55
	Repeated work	55
	Group work	55
7.2	Referencing	55
7.3	Plagiarism.....	57
7.4	The University Academic Offence Procedure.....	58
8.1	Registration, enrolling and transcripts	59
8.2	Find Your Way and room numbering system	59
8.3	IT support	60
8.4	Tier 4 information.....	60
8.5	On-campus facilities	60
8.6	Graduation.....	61
8.7	Ordering important documents.....	61
9.1	Employability and Careers Centre	62
9.2	Learning Languages at Essex.....	62
9.3	Talent Development Centre	62
9.4	Career Hub.....	62
9.5	Frontrunners	62
9.6	Student Ambassadors	62
9.7	Volunteering	62
9.8	Big Essex Award.....	63
9.9	Essex Interns.....	63
9.10	Professional bodies or societies.....	63
10.1	Student Services Hub, including contacts for disability, wellbeing, counselling and confidential issues 64	
10.2	Harassment advisory network, dignity and respect	64



10.3	Faith groups.....	64
10.4	Nightline	64
10.5	Health and safety on campus.....	65
10.6	Safety in the laboratory	65
10.7	Residence Life.....	65
10.8	Health Centre	66
10.9	Students' Union Advice Centre	66
10.10	University Privacy Statement	66
11.1	The Essex Student Charter.....	67
11.2	Freedom of speech policy and the Code of Conduct.....	67
11.3	Essex Spirit, social media and other channels of communication with students.....	67
11.4	Students' Union	67
11.5	Alumni	67
11.6	What comes next?	67
11.7	HEAR	68
	APPENDICES.....	69
	Appendix 1: Guide for First Year Students.....	69
	Appendix 2: Guide for Second Year Students	74
	Appendix 3: Guide for Final Year Students.....	79
	Appendix 4: Information for Sports Scholarship Students.....	81

1.2 Term dates, academic week numbers and important information about attendance

Term dates

2016-2017

Autumn term	6 October 2016 – 16 December 2016
Spring term	16 January 2017 – 24 March 2017
Summer term	24 April 2017 – 30 June 2017

2017-2018

Autumn term	5 October 2017 – 15 December 2017
Spring term	15 January 2018 – 23 March 2018
Summer term	23 April 2018 – 29 June 2018



The University uses a week numbering system that covers the 52 weeks of a calendar year, beginning with Welcome Week as Week 1. Autumn term teaching takes place during Weeks 2-11, spring term teaching takes place during Weeks 16-25 and the summer term is Weeks 30-39. You can find the University week structure/calendar here: <http://www.essex.ac.uk/students/course-admin/timetables.aspx>

The official University teaching day runs from 9am to 6pm, Monday to Friday. You must be available during these times every week in term time.

Field Courses/Summer Schools

You will be required to attend field courses or summer schools, most of which are scheduled at the end of Year 1, between weeks 36 and 39. Marine Biology students will attend a field course at the end of the Spring term of Year 1. You will be informed well in advance exactly when these are to occur. **You should not book any holidays or trips until the date of your relevant summer school/field course has been confirmed.** Field courses for some Year 3 modules are also scheduled at the end of the summer term of Year 2.

Examination Dates

The main exam period takes place from Weeks 33-36. Exam scheduling can include Saturdays and Bank Holidays.

Some exams will be scheduled outside of the main exam period. Multiple Choice Exams (MCQs) for Year 1 modules will be scheduled in Week 15 (week commencing 9 January 2017) and Week 30 (first week of the summer term). Attendance at the MCQs is compulsory and you should be aware that **Week 15 is the week before the start of the spring term.**

Year 2 Biomedical Science Students will also have some MCQs and exams in **Week 15** and week 32 (during the early examination period).

Please do not book any holidays or trips during the MCQ exam weeks.

If you are absent from the University during teaching weeks or if you miss any scheduled events outside of term-time, you should follow the procedure outlined in section 4.

1.3 Teaching timetable

Information about teaching timetables and your individual timetable can be found at www.essex.ac.uk/students

Timetable changes are sometimes unavoidable and you should be alert for any changes, especially in the first couple of weeks of term. Your personal timetable will be updated automatically every evening. Any last minute changes will also be emailed and posted on Moodle. When changes are made at very short notice (less than 48 hours before the teaching session) changes will also be texted to students who have provided mobile phone numbers.

Requesting a class change

Students are automatically assigned to classes based on availability by the Central Timetabling Office and in the attempt to produce a clash free timetable for every student. In special circumstances students may request a change in their class allocations – for example, if you have childcare or caring commitments, work commitments, attendance on other courses of study or for medical reasons. Permission to change to an alternative class or lecture is agreed at school level and the right is reserved to refuse permission to change. The above list is not exhaustive, and we understand there may be other genuine reasons for changes. The School may ask for evidence to support your change of class request. Please note class change requests are subject to availability within other classes.

If you have any timetable difficulties you should speak to the Education Services Manager (esmbs@essex.ac.uk) in the first instance.

1.4 Link to *myEssex*

MyEssex is the University's student portal that you used during your application process. Once you're a registered student, you can also use *myEssex* to update your personal details and as a quick reference guide to other student webpages:




www.essex.ac.uk/dsh/myessex






2. About our School







2.1 Academic Staff






This is a list of the academic staff that you are likely to be in contact with most frequently.

Most academic staff work from 9am-5pm Monday to Friday during term-time. However, they tend to have busy schedules so you should email or telephone first if you need an appointment. Their availability in the vacations will normally be much more limited as they may be undertaking research or on holiday. You cannot generally expect to receive a prompt response to any emails that you send to teaching staff during vacations. If you have an urgent query during the vacations, you can contact the Undergraduate Office.

<p>Dr Julie Lloyd Director of Education</p>		<p>Dr Julie Lloyd is the Director of Education for the School. Julie oversees the management of all aspects of undergraduate teaching in the School. You might need to contact Julie regarding attendance and progress, extenuating circumstances, requests for intermission, withdrawal and changes of course approval. She can also advise on Board of Examiners outcomes and appeals and matters relating to the UG Student Staff Liaison Committee (SSLC).</p>	<p>Office: 5.39 Email: lloyj Tel: 3307</p>
<p>Dr Murray Griffin Senior Tutor Disability Liaison Officer</p>		<p>Dr Murray Griffin is the Senior Tutor for Sports and Exercise Science and Sports Performance and Coaching students. He provides pastoral support and advice to students who have issues that are affecting their studies. Murray can also be a point of contact if you do not want to approach your allocated personal tutor.</p> <p>Murray is also the School's Disability Liaison Officer (SDLO) If you have a disability, medical condition, specific learning difficulty or mental health difficulty Murray is the School representative who can help you to access your studies.</p>	<p>Office: 5A.127 Email: mgriffin Tel: 3336</p>
<p>Dr Gareth Jones Year 1 Organiser Incoming Study Abroad Officer</p>		<p>Dr Gareth Jones will be able to help Year 1 students with queries about academic matters for the following courses - BSc Biological Sciences /Biochemistry /Genetics /Marine Biology/ Biomedical Science.</p> <p>Gareth will also be your first point of contact in the School if you are here studying on a term or year abroad.</p>	<p>Office: 4.08 Email: Gareth Tel: 2079</p>







<p>Dr Phil Reeves Year 2 & Final Year Organiser (Biological Sciences, Biochemistry, Genetics)</p>		<p>Dr Phil Reeves will be able to help Year 2 and Final Year students with queries about academic matters for the following courses - BSc Biochemistry and Genetics.</p>	<p>Office: 5.31 Email: preeves Tel: 3763</p>
<p>Dr Louise Beard Year 2 & Final Year Organiser (Biomedical Science), Student Peer Mentor Coordinator Deputy Senior Tutor</p>		<p>Dr Louise Beard will be able to help Year 2 and Final Year Biomedical Science students with queries about academic matters. Louise can also help with queries about the Student Peer Mentoring Scheme.</p> <p>Louise is also the Deputy Senior Tutor for all students except those studying Sports and Exercise Science and Sports Performance and Coaching. She provides pastoral support and advice to students who have issues that are affecting their studies. Louise can also be a point of contact if you do not want to approach your allocated personal tutor.</p>	<p>Office: 5.09 Email: lhbeard Tel: 4048</p>
<p>Dr Tom Cameron Year 2 & Final Year Organiser (Biological Sciences, Marine Biology)</p>		<p>Dr Tom Cameron will be able to help Year 2 and Final Year students with queries about academic matters for the following courses – BSc Biological Sciences/Marine Biology.</p>	<p>Office: 4.14 Email: tcameron Tel: 2552</p>
<p>Dr Jo Barton Year 1 Organiser (Sports and Exercise Science/Sports Performance and Coaching)</p>		<p>Dr Jo Barton will be able to help Year 1 Sports and Exercise Science and Sports Performance and Coaching students with queries about academic matters for their course.</p>	<p>Office: 5A.131 Email: jobarton Tel: 3774</p>
<p>Dr Valerie Gladwell Year 2 Organiser (Sports and Exercise Science/Sports Performance and Coaching)</p>		<p>Dr Valerie Gladwell will be able to help Year 2 Sports and Exercise Science and Sports Performance and Coaching students with queries about academic matters for their course.</p>	<p>Office: 5A.123 Email: vglad Tel: 2592</p>

<p>Dr Paul Freeman Final Year Organiser (Sports and Exercise Science/Sports Performance and Coaching)</p>		<p>Dr Paul Freeman will be able to help final year Sports and Exercise Science and Sports Performance and Coaching students with queries about academic matters for their course.</p>	<p>Office: 5A.135 Email: pfreeman Tel: 2179</p>
<p>Prof Chris Cooper Course Director (Sports and Exercise Science/Sports Performance and Coaching)</p>		<p>Prof Chris Cooper is Course Director Sports and Exercise Science/ Sports Performance and Coaching. He is responsible for the development and academic organisation of the Sports and Exercise Science and Sports Performance and Coaching degree courses.</p>	<p>Office: 3SW.6.17 Email: ccooper Tel: 2752</p>
<p>Dr Paul Dobbin Course Director (Biomedical Science)</p>		<p>Dr Paul Dobbin is responsible for the development and academic organisation of the Biomedical Science degree course.</p>	<p>Office: 3SW.5.11 Email: pdobbin Tel: 4867</p>
<p>Dr Jonathan Worrall Course Director (Biochemistry)</p>		<p>Dr Jonathan Worrall is responsible for the development and academic organisation of the Biochemistry degree courses.</p>	<p>Office: 3SW.5.23 Email: jworrall Tel: 2095</p>
<p>Dr Leanne Appleby Hepburn Course Director (Marine Biology)</p>		<p>Dr Leanne Appleby Hepburn is responsible for the development and academic organisation of the Marine Biology degree courses.</p>	<p>Office: 3SW.4.36 Email: ljheb Tel:3313</p>
<p>Dr Toni Marco Course Director Genetics</p>		<p>Dr Toni Marco is responsible for the development and academic organisation of the Genetics degree courses.</p>	<p>Office: 3SW.3.06 Email: amarco Tel: 3339</p>

<p>Dr Jordi Paps Course Director Biological Sciences</p>		<p>Dr Jordi Paps is responsible for the development and academic organisation of the Biological Sciences degree courses.</p>	<p>Office: 3SW.3.14A Email: jpapsm Tel: 6389</p>
<p>Prof Chris Reynolds Placement Officer</p>		<p>Prof Chris Reynolds is the School's Industrial Placement Officer. You can contact Chris if you have queries about securing a placement or if you are considering transferring onto a placement version of your degree course.</p>	<p>Office: 3SW.5.21 Email: reync Tel: 2592</p>
<p>Dr Paul Bromley Placement Coordinator (Sports and Exercise Science/Sports Performance and Coaching)</p>		<p>Dr Paul Bromley is the School's SES/SPC Placement Officer. You can contact Paul if you have queries about securing a placement or if you are considering transferring onto a placement version of your degree course.</p>	<p>Office: 5A.125 Email: pbromley Tel: 4369</p>
<p>Dr Selwa Alsam Lead Professional – Biomedical Science</p>		<p>Dr Selwa Alsam is the Lead Professional for the Biomedical Science course. Selwa will be able to advise you on undertaking a placement year in the NHS and is the academic point of contact for Biomedical Science students whilst they are away on their placement year.</p>	<p>Office: 3SW.4.12 Email: salsam Tel: 3328</p>
<p>Dr Ulrike Bechtold Study Abroad Officer (Outgoing)</p>		<p>Dr Ulrike Bechtold is the School Study Abroad Officer for all courses (except Sports and Exercise Science/Sports Performance and Coaching). If you have any enquiries regarding undertaking a year abroad you can contact Ulrike.</p>	<p>Office: 3SW.4.40 Email: ubech Tel: 2244</p>
<p>Dr Florentina Hettinga Study Abroad Office (Sports and Exercise Science/Sports Performance and Coaching only)</p>		<p>Dr Florentina Hettinga is the Study Abroad Officer for Sports and Exercise Science and Sports Performance and Coaching. If you are a Sports and Exercise Science student who is here studying on a year or term abroad or have any enquiries regarding undertaking a year abroad you can contact Florentina.</p>	<p>Office: 3SW.3.14 Email: fjhett Tel:2046</p>

2.2 Administrative Staff

Administrative Offices are open 9am – 1pm and 2pm – 5pm Monday to Friday.

<p>Janet Cole First and Final Year Undergraduate Administrator (job share)</p>		<p>Janet is your first point of call for general and administrative enquires and matters relating to Year 1/ Final Year coursework submission and marks. She is also involved in monitoring student attendance and progress. Janet can also help with queries about the peer mentoring scheme.</p>	<p>Office:4.00 Email: ugadmin Tel: 3014</p>
<p>Angela Chan Year 2 Undergraduate Administrator</p>		<p>Angela is your first point of call for general and administrative enquires and matters relating to Year 2 coursework submission and marks. She is also involved in monitoring student attendance and progress. Angela also supports students who are enrolled on a placement version of our courses and is secretary to the UG SSLC meetings.</p>	<p>Office: 4.00 Email: achan Tel: 3320</p>
<p>Olivia Pink Education Services Manager (on maternity leave until May 2017)</p>		<p>Olivia leads the administrative support team in the School. She is also the School's Examinations Officer and can help with queries about exams, rules of assessment and exam results. She will also administer change of course, special syllabus, intermission and withdrawal requests.</p>	<p>Office: 4.32 Email: olivia.pink Tel: 4459</p>
<p>Mel Wiltshire Education Services Manager (maternity cover until May 2017)</p>		<p>Mel leads the administrative support team in the School. She is also the School's Examinations Officer and can help with queries about exams, rules of assessment and exam results. She will also administer change of course, special syllabus, intermission and withdrawal requests.</p>	<p>Office: 4.32 Email: esmbs Tel: 4459</p>
<p>James Norman School Manager</p>		<p>James is the Professional Services lead, with responsibility for managing educational, technical and research support in the School. He is also responsible for overseeing the timetable and can help you with timetabling queries.</p>	<p>Office: 4.06 Email: jnorman Tel: 2248</p>
<p>Kerry Alban School Office Administrator</p>		<p>Kerry is secretary to the School undergraduate progress and late submissions committee and provides support to the School's plagiarism officer.</p>	<p>Office: 4.30 (School Office) Email: kerrya Tel: 4074</p>

2.3 Location of school, undergraduate office, opening hours, common room, noticeboards and photocopying facilities

Our location

Colchester Campus
School of Biological Sciences
University of Essex
Wivenhoe Park
Colchester CO4 3SQ

Opening hours

The Undergraduate Office (3SW.4.00) and School Office (3SW.4.30) are open from 9am –1pm and 2pm – 5pm.

The School is open weekdays from 8am – 6pm. Access to the School outside these hours is not permitted without special permission.

Common room

The School common room (room 3SW.4.11) is a recreational area for staff and students. It has tea and coffee making facilities, a microwave, fridge and a seating area. Marked hard copy Year 1 coursework is returned to students in the pigeon holes near the entrance to the common room.

Noticeboards

Year 1, 2 and Final Year noticeboards are located on the 4th floor, just around the corner from the main entrance and coral reef aquarium. Further along this corridor there are also noticeboards for events, outreach and career opportunities,

Photocopying

There are photocopiers in the Library, or you can visit the Copy Shop on Square 4.

2.4 School support for students

Need to talk to your tutor?

All undergraduate students have a personal tutor who you'll meet soon after you've arrived, and who you'll meet regularly throughout your course. There are timetabled tutorials during the first year. Your personal tutor is there to help you feel connected to your School, and is someone you can talk to if you have questions about your course or encounter any difficulties which affect your studies. Your personal tutor may also recommend other support services on campus that might be able to help.

If you wish to see your tutor outside of timetabled sessions, you should phone or email first to arrange an appointment (except in cases of emergency). Details of your tutor, their email address and their office number will be posted on the Year 1 noticeboards during Welcome Week and circulated via email. If you're unsure who your personal tutor is, please ask a member of the administrative staff in the School.

Information about Peer Mentoring in the School

The Biological Sciences Peer Mentoring Programme aims to provide assistance and guidance to Year 1 students. All Year 1 students are allocated a mentor from Year 2 or the Final year. Mentors act primarily to signpost Year 1 students to information and support mechanisms as appropriate. Notification of the allocation of mentors will take place by email and on notice boards during Welcome Week.

The frequency of meetings is left up to the mentor and mentees. You are encouraged to benefit from the experience your mentor has to offer and to meet on a monthly basis so that any issues or concerns can be discussed. However, you may prefer to do this via e-mail. You should be aware that the role of the mentor is not to replace your Personal Tutor or Year Organiser and you should not save up problems and expect your mentor to resolve them. The mentor programme finishes at Easter to allow all students time for revision and examinations.

Further information on the mentor role can be found here:

<http://www.essex.ac.uk/students/study-resources/mentoring/peer-mentoring/default.aspx>

There will be a call for mentor applications circulated in the Spring term. You can contact ugadmin@essex.ac.uk (Janet Cole) for further details.

Support for female students

The School of Biological Sciences has a large and vibrant community of female scientists working at all levels in research, teaching, management and outreach. The University was awarded the Athena SWAN Institutional Bronze Award in November 2013 in recognition of its continuing work to support women in Science, Technology, Engineering and Maths (STEM) subjects and the School of Biological Sciences achieved an Athena SWAN Bronze Departmental Award in November 2014. The School has a Women in Biological Sciences webpage with a range of information and resources for female staff and students http://www.essex.ac.uk/bs/about/women_in_science/default.aspx.

Staff research interests

Research in the School is organised into three main groups: Environmental and Plant Biosciences, Molecular and Cellular Biosciences and The Centre for Sports and Exercise Sciences. Academic staff are actively engaged in research on topics across a wide spectrum, including: agricultural sustainability; coral reef ecology; virology and immunology; molecular complications of diabetes; oxidative stress; photosynthetic metabolism; plant responses to environmental stresses; and optimum training regimes for athletes.

If you are interested in finding out more see: www.essex.ac.uk/bs/research/default.aspx

School seminars

All undergraduate students are welcome to attend the School Seminar Programme which is held on Thursdays between 1-2pm. Details are published here: www.essex.ac.uk/bs/news_and_seminars/seminars.aspx and circulated via email. Some seminars will be more suited to final year students, but there may be other seminars of general interest.



2.5 Correspondence and communication

Most information is sent by email, but important documents and letters may be sent by post to your term-time or permanent home address. You must keep your contact information up-to-date through *MyEssex*, or you will miss important information.

You should check your University email account at least daily in term time. Moodle (the University's e-learning environment) is also an important source of information and will be used to update you about module and timetabling information. You should also check the student pigeon holes in the School common room at least weekly during term-time. In Year 1 and Year 2 this is where any coursework which you submit in hardcopy will be returned to you once it has been marked. Uncollected coursework will be removed at the end of each term. General information is also placed on the School notice boards in the corridor on level 4.

2.6 School annual prizes

The award of a prize is noted on student transcripts and is announced at the School degree day reception. The following prizes are currently awarded:

- The David Whytock Memorial and Syngenta Prize: Awarded for the most outstanding overall final year performance in a Biochemistry-based course.
- The Biotechnology Project Prize: Awarded for the most outstanding performance on a final year research project in Molecular, Biochemistry and Biomedical-based courses.
- The John Shire Prize for Biology: Awarded for the most outstanding final year performance on BSc Biological Sciences.
- The Glaxo Smith Kline Prize: Awarded for the most outstanding final year performance on BSc Biomedical Science.
- The John Gorrod Prize: Awarded for the most outstanding project in Biomedical Science.
- The Reproductive Immunology Congress Prize: Awarded for the best Immunology-based project. (not awarded every year)
- The Environmental and Conservation Prize: Awarded for the most outstanding final year performance on an Environmental and Conservation-based course.
- The Abel-Imray Project Prize: Awarded for the most outstanding final year project on an Environmental and Conservation-based course.
- The Human Performance Unit Project Prize: Awarded for the most outstanding final year project on a Sports Science degree.
- The Physiological Society Prize: Awarded for the highest mark in a Physiological final year project.
- Society of Biology Student Award: Awarded for the highest year mark in the final year on a Biology-based course.
- The IBMS President's Prize: Awarded for the best overall degree mark by an IBMS student member on a Biomedical Science course.



- The Alex Boughton Prize: Awarded to a Year 2 student for outstanding academic achievements in the field of Tropical Marine Biology.
- The Pearson Life Science Award: Awarded to the student who achieves the highest mark in Pearson's 'Mastering Biology' assessments (used for Year 1 modules).
- The OUP Achievement in Biosciences Prize: Awarded to the Year 1 student with top year mark.

3. Teaching and Learning

3.1 Teaching and learning methods

The School's broad educational purpose is to:

1. deliver an education in the chosen subject of high academic standard set in a framework of procedures to monitor and improve quality;
2. offer coherent, modular undergraduate degree courses, shaped by the research strengths of the School, allowing specialisation in relevant disciplines and accessible to our diverse student population;
3. provide a choice of undergraduate degree courses with curricula designed: (a) to promote the progressive development of subject knowledge and understanding and of practical and key skills; (b) to encourage the development of independence in learning; (c) for 4 year courses, to give experience in an appropriate work environment or Study Abroad;
4. deploy a range of teaching, learning and assessment modes structured to meet the requirements of the curriculum in a well-resourced environment, making reasonable adjustments where appropriate to support individual student needs;
5. stimulate interest in and enthusiasm for the chosen subject and encourage students to realise their academic potential;
6. help students by providing a friendly, supportive environment and clear, comprehensive information relating to degree organisation, year structure, module content and assessment methods;
7. produce graduates who can proceed either to postgraduate study particularly in appropriate subject areas, or to a range of careers, using the key skills acquired during their study.

Successful teaching and learning involves a partnership between student and staff.

The School uses a range of teaching methods depending upon the level of the module and the type of material that is being dealt with:

- Lectures play a key role in all years, conveying knowledge and facilitating understanding.
- Directed learning is associated with lecture modules in Years 1 and 2 and is designed to develop your independence. Some material, identified in the Module Handbook, is not included in the lectures. Instead you are given guidance about how to study this material and a class is organised to deal with any problems you encounter.
- Practical classes in Years 1 and 2 are used to develop laboratory and key skills, and to augment knowledge and understanding of the lecture material. Practical classes are supported by technicians and by trained Graduate Lab Assistants.
- Project work develops skills in planning, problem solving and research methodology. It begins in the Year 2 summer module, may be developed in Year 2 practicals, and culminates with the final year research project.
- Web-based material is used to support teaching and learning.
- Team work skills are developed through coursework in Years 1 and 2.

- Students develop oral presentation skills in key modules in each year, and as part of the Final Year project.
- Outside formal contact hours, you will undertake student managed learning (e.g. studying lecture material, preparing coursework assignments, revising for exams). The academic year comprises 30 weeks of work and you are expected to work a 40 hour week. The formal timetable comprises a relatively small fraction of this. You are responsible for organising your time in an effective way. Module Handbooks give guidance on the amount of time you should be spending on study. Independent learning is developed by systematically increasing the proportion of time available for student-managed learning over the three years.

The nature of the reading associated with modules changes progressively. In Year 1, one or two recommended text books are the primary source. In Year 2, the reading list may include review articles and original papers. Final year modules rely heavily on more advanced texts and research papers.

A wide range of different types of coursework and formal exams are used for assessment. The criteria we use for marking each type of assessed work are stated clearly in this handbook (see Section 5.7, page 44) and are given on coursework feedback grids. A very important part of our teaching and your learning is the feedback that we give you on all assessed coursework; this may be comments written directly on your work, or on marks criteria grids, or it may be more general feedback included when the work is returned. You should review carefully and learn from all these sources of feedback. Whilst staff may give general feedback on the MCQ exams, you will not receive feedback on the summer exams, unless you specifically request it.

Support from Graduate Laboratory Assistants (GLAs) in practicals

In your practicals you and the Lecturer will usually be supported by Graduate Laboratory Assistants (GLAs). These may be technicians, postgraduate students or research staff from the School. The postgraduate students are trained and briefed before each practical. They are not there to carry out the work for you or to provide you with the answers, but they are there to help, to answer technical and scientific questions, and to check and aid your understanding. They will also check that you have tidied up your bench space before you leave the laboratory.

GLAs may mark some of your practical work. They receive training in marking and are given model answers and marks schemes to ensure consistency. The Lecturer retains overall control of the marking process and moderates the final marks. If you have concerns about the GLAs, either relating to their marking and feedback on your work or in the practicals, you should contact the Module Supervisor in the first instance.

3.2 Teaching and learning expectations

You can expect that we will:

- Work to achieve our aims;
- Provide clear and comprehensive documentation for all modules;
- Provide teaching sessions which (a) are well prepared and delivered, (b) are supported by sufficient materials and equipment and (c) for practical work, are safe;
- Notify you as far in advance as is possible of any changes to the teaching timetable;
- Return assessed work within 4 term time weeks, with clear and helpful feedback and marked in accordance with the marks classification in this handbook, on a coversheet where appropriate;

- Deal with queries you may have relating to modules within a reasonable timescale.

We expect that you will:

- Make the best use of the educational opportunities and resources available and work to achieve the stated objectives and to realise your academic potential;
- Familiarise yourself with the contents of this handbook and the documentation which accompanies each module and follow the guidance, procedures and rules described;
- Attend prescribed instruction of all types and where absence is unavoidable notify the relevant person;
- Regularly consult noticeboards and your email and keep your address updated so that you do not miss important information;
- Prepare adequately for and participate actively in teaching sessions;
- Support your formal tuition with an appropriate level and intensity of student managed learning;
- Submit assessed work in the appropriate form and by the published deadlines;
- Use feedback on written work constructively, both to build on your strengths and to identify and remedy your weaknesses;
- Regularly review your academic progress (marks) and take appropriate action where and when necessary;
- Contribute to the development and improvement of the student learning experience by providing accurate and considered feedback on modules when required, and by participating in the student staff liaison process;
- Abide by the various rules and regulations in the School and University that have evolved in order to provide safe, fair and effective teaching and learning support for all students.

3.3 Moodle and FASER

We use **Moodle** as our online learning environment, to enhance face-to-face teaching. It lets you get to course materials, and has built-in features to enhance learning such as discussion forums, chat facilities, quizzes, surveys, glossaries and wikis.

FASER is our **online coursework submission and feedback system**. Use it to submit your coursework electronically, produce a watermarked copy of your work and receive electronic feedback all in one place.

faser.essex.ac.uk

www.essex.ac.uk/it/elearning

Further information about using FASER is given in section 5.

3.4 Course structures

Undergraduate courses

We offer a wide range of carefully structured and innovative courses that give you a thorough and up-to-date knowledge and understanding of the subject. All of our courses are taught by staff who are experts in their fields and actively involved in research of international standing.

Students currently in the School may be studying Biological Sciences, Marine Biology, Biochemistry, Biomedical Science, Genetics, Sports and Exercise Science or Sports Performance and Coaching. Three year courses and four year options with either a year abroad or a placement year are available.



Additionally we offer a 4 year Integrated Masters in Marine Biology (MMarBiol), please contact Dr Michael Steinke for further information.

You will find a table showing current optional and compulsory modules for your degree course in the relevant year guide in the appendices of this handbook.

Items you will need

Text books: You will need to purchase the key text books for your course. Text books are an unavoidable expense and you can expect to pay around £100 for compulsory text books in Year 1. You cannot rely on the Library to have sufficient copies of these texts. You may be able to find second hand copies online, but take care not to buy an out-of-date edition unless you have been told it is suitable by your Module Supervisor. Please refer to individual module pages on our Moodle site at: <http://moodle.essex.ac.uk/> for details on reading lists.

Calculators: A pocket calculator is essential for coursework, practicals and exams. A model with logs, square roots, trigonometry and statistical functions and a memory is essential. Please note that calculators with text storing capabilities are not permitted in University exams. Specific details can be found in Section 6.3.

Laboratory coats and safety glasses (not applicable for Sports and Exercise Science/ Sports Performance and Coaching students): You must wear an appropriate, clean, protective laboratory coat in the laboratory. It is compulsory to bring your laboratory coat with you to all practicals. Laboratory staff cannot supply spare laboratory coats. Failure to bring your laboratory coat after Monday of Week 4 may result in you being excluded from the practical. You must not wear your laboratory coat outside the laboratory. Safety glasses must be worn at all times in the laboratory (except when the practical schedule or the member of staff running the practical states otherwise). Laboratory coats and safety glasses will be provided as part of a package of essential equipment during School Registration.

Other items required in practicals: Ensure that you bring a sharp H grade pencil, an eraser and a ruler to all practical classes.

Laboratory books (not applicable for Sports and Exercise Science/ Sports Performance and Coaching students): A laboratory book is essential for taking notes and recording data during all first and second year practicals. You will be provided with a laboratory book in Welcome Week. Please bring it to every practical.

Field work: You will need a pair of wellington boots and a clipboard for all fieldwork.

Additional costs for fieldwork

Marine Biology students have a compulsory field course module and additional field course options are available to Marine Biologists and Biological Scientists. All field courses are heavily subsidised by the University, however contributions are required from students to cover part of the costs of tuition, accommodation and subsistence or travel, depending on the module. Approximate costs are given below but these may be subject to change and will be confirmed by the Module Supervisor.

Field course	Module Supervisor	Available to students	Estimated student contribution 2016-17	Scheduling (to be confirmed)
BS114 Marine Biology Field Skills	Dr Leanne Appleby Hepburn	Compulsory BSc Marine Biology	£150	Spring term Friday 10 March – Tuesday 14 March 2017.
BS214 Biomedical Science: Practice and Employability	Dr Selwa Alsam	Compulsory BSc Biomedical Science	-	5-16 June
BS215 Environmental Biology and Ecophysiology Field Course	Dr Alex Dumbrell	<i>Optional*</i> BSc Biological Sciences	£TBC	End of summer term/vacation between year 1 and 2 (TBC - Saturday 3 June – Sunday 11 June 2017)
BS256 Tropical Marine Field Research Skills	Prof Dave Smith	<i>Optional</i> BSc Marine Biology and Biological Sciences	£TBC +/-1500	TBC – approximately 18.03.17 to 06.04.17 2
BS307 Oceanography and Marine Conservation	Leanne Appleby Hepburn	<i>Optional</i> BSc Marine Biology	£200	TBC – 14.09.17 – 22.09.17

In order to secure a field course place students are required to attend all meetings, pay deposits as requested and provide any relevant information requested by the School in good time.

Programme specifications

Programme Specifications provide key information, such as the structure and aims of your course, as well as the knowledge and skills you will develop. The learning outcomes are categorised into knowledge, intellectual, practical and key skills, and are linked to the aims, learning outcomes and assessment on the modules you take. The relevant Programme Specification for your course and stage of study will be available to you online through the *MyEssex* webpage or via this link: www.essex.ac.uk/programmespecs/

Full module outlines are located on the module directory: www.essex.ac.uk/modules/

Credits

The University credit-rating system for undergraduate study is based on a nationally recognised framework. The undergraduate academic year normally consists of 120 credits and each undergraduate module is assigned a number of 'workload credits', which indicate the proportion of the academic year's work that is devoted to the module. In our School, individual modules are assigned either 15, 30 or 45 credits. Each credit is equivalent to 10 hours work.

Module enrolment

You need to enrol for your modules every year, even if there are no optional modules on your course. New students are invited to enrol during the summer vacation before they register. At registration they receive a confirmation of module enrolment for checking. All continuing students will receive information on module enrolment during the Easter vacation. Instructions on choosing your optional modules and confirming your compulsory modules will be provided nearer the time.

If you need advice about your choice of modules, (for example, if you wish to take an optional module that is not normally available on your course), you should discuss this with the Module Supervisor. Your choice of optional modules may be subject to timetabling constraints. You can change your optional modules up to the end of Week 3 (for autumn term modules) and the end of Week 17 (for spring term modules). If you are not sure which modules to take you could attend lectures for several different modules before making your final choice.

External requirements

BSc Biomedical Science is accredited by the Institute of Biomedical Science (IBMS). In addition, the BSc Biomedical Science (Integrated) programme is approved by the Health and Care Professions Council (HCPC). It is important for students on either course to understand the respective roles of the HCPC and the IBMS.

The HCPC is the UK statutory regulator for 16 professions including Biomedical Scientists. The HCPC sets standards of professional training, performance and conduct for all these professions. The main aim of the HCPC is to protect the health and well-being of those using the services of the health professionals registered with them. For further information please visit the HCPC website at: www.hcpc.org.uk

The IBMS is the UK professional body for Biomedical Scientists and is concerned with the promotion and development of both Biomedical Science and Biomedical Scientists. The IBMS offers student membership to those on BSc Biomedical Science programmes. You can find further information on our IBMS notice board and on the IBMS website at: www.ibms.org.

The School Professional Suitability Group meets annually to consider whether BSc Biomedical Science (Integrated) students meet the requirements for professional suitability. Information on disciplinary matters,

academic offences and other issues relating to fitness to practise is considered and students may be referred to the Head of School under the Breach of Professional Conduct, Fitness to Practise and Termination of Training Procedure.

For more information, see www.essex.ac.uk/dsh/fitnesstopractice

3.5 Changing your degree and maximum period of study

If you want to **change your course**, you should talk to someone in your department first. Check the deadlines for course changes with the Student Services Hub.

Investigate your potential new course by looking at course information on the department's web pages, talking to students on the course and speaking to tutors. You should also look at our Rules of Assessment for the new course to check whether there are any course-specific requirements.

If you are considering changing course due to academic worries with your current course, you might find it useful to seek academic support before changing. Contact the Talent Development Centre for advice: www.essex.ac.uk/students/study-resources/tdc

If you want to make a formal request for a course change, you should do so via the online Course Change form. Go to www.essex.ac.uk/students/course-admin/changing-course for more information.

Undergraduate students have a **maximum period in which to complete their studies**. This is set at the point at which you register, and is normally the length of your programme plus two additional years. This is to allow some flexibility in cases where you find you must intermit, or you fail a stage of study and must repeat it, or you want to transfer to a new course and must retake a stage of study.

Transfers of programme are still included in the original maximum period unless they involve moving to or from a 4-year course. Full details of the maximum period of study permitted for University awards can be found in the section of the Rules of Assessment entitled, '[Framework for University of Essex courses](#)'.

Changes of course normally allowed at the end of Year 1:

NEW degree course	From current degree course	Additional requirements
Biochemistry	Genetics Biological Sciences Biomedical Science	Only possible for students who have A-level Chemistry.
Biological Sciences	Genetics Marine Biology Biochemistry	
Genetics	Biological Sciences Biochemistry Biomedical Sciences	
Marine Biology	Biological Sciences	

3.6 Listen Again

Did you miss something? Our Listen Again digital recording service lets you listen again to lectures so you grasp every detail. It's available in teaching rooms or lecture theatres where you see the sign.

listenagain.essex.ac.uk

3.7 Final year projects

Students will be invited to attend course relevant project choice workshops in the Spring term of Year 2 where they will receive guidance on selecting their project choice. The deadline for selecting project choices is likely to be Friday week 32.

Final Year project handbooks will be made available on Moodle at the start of your final year and detail all the arrangements for final year projects. Further guidance for final year students can be found in Appendix 3.

3.8 Study Abroad

There are opportunities for eligible students to undertake a full year of study abroad in countries such as the United States (including Hawaii), Australia, Canada, Europe, Hong Kong, Japan, Latin America, the Middle East, New Zealand or Russia. The University has exchange agreements with a wide variety of universities and can help students to select the most appropriate destination. Study abroad can enhance your C.V. and it gives you valuable experience of another culture and way of life. Spending an extended period of time in another country provides an unparalleled opportunity to see a side of life which tourists never encounter. International experience is also highly valued by employers in today's global economy.



The marks from the year of study abroad are only used to improve a student's degree classification. Calculation of degree classification at the Final Year Examination Board is therefore undertaken both with and without the year abroad. There are usually no tuition charges other than what you normally pay to Essex. Also, in many cases, the cost of living elsewhere is lower than in Colchester, so you should not assume that study abroad is an expensive proposition.

The School's Outgoing Study Abroad Officer for all courses (except Sports and Exercise Science/ Sports Performance and Coaching) is Dr Ulrike Bechtold (ubech@essex.ac.uk). The Outgoing Study Abroad Officer for Sports and Exercise Science/ Sports Performance and Coaching is Dr Florentina Hettinga (fjhett@essex.ac.uk). In conjunction with the Essex Abroad Office, they will be running an induction early in the Autumn term. Further information on study abroad, particularly in relation to insurance, accommodation, language and finance can also be found online: www.essex.ac.uk/studyabroad/outgoing/ or through the Essex Abroad Office.

How do I spend a year studying abroad?

1. Attend the study abroad meetings which are scheduled at the start of the autumn term every year (details will be communicated by email).
2. Speak to the Study Abroad Officers (Dr Ulrike Bechtold / Dr Florentina Hettinga (SES only)) and the Essex Abroad Office as early as possible, but no later than the first few weeks of the autumn term in Year 2.
3. Transfer on to the study abroad version of your course.

All students planning study abroad will need to obtain an overall degree mark of at least 50% in Year 1 in order to be eligible. Please note that places are still not guaranteed even if you have met all the criteria.

3.9 Placement information and employability modules

Placements

Gaining relevant work experience through voluntary or paid work in vacations is extremely valuable. You can combine this with your studies, by doing a placement year. If you would like to transfer to a placement version of your course please contact Prof Chris Reynolds (reync@essex.ac.uk) for advice. Sports and Exercise Science and Sports Performance and Coaching students can also contact Dr Paul Bromley (pbromley@essex.ac.uk). Please note that there are requirements to being able to continue on a placement version of your course. **You must obtain a Year 1 year mark of 50%.**

During Year 2 BSc Biomedical Science students can also apply to complete an NHS placement in their third year of study. If you are interested in this opportunity you should contact Dr Selwa Alsam (salsam@essex.ac.uk).

You will not be required to pay tuition fees for your placement year.

Assessment of placement years

Placement years in the School of Biological Sciences are assessed for credit purposes only and do not contribute to your degree outcome. See Model 1 on the relevant Rules of Assessment:

www.essex.ac.uk/dsh/ugrulesofassessment

Students due to go on placement as part of their degree course will be issued with a specific placement handbook which will contain further detailed information.

Employability modules

Employability and career development is embedded in all our degree courses, in particular as part of our Year 1 and Year 2 Skills modules: BS141 Scientific and Transferable Skills for Biosciences, BS142 Professional Skills in Sports & Exercise Science 1, BS211 Biomolecular Science: Skills and Employability, BS214 Biomedical Science: Practice and Employability, BS216 Professional Skills in Sports and Exercise Science 2 and BS257 Professional Skills for Ecological and Marine Scientists. Employability is also embedded into the Final Year Research Project Modules (BS831, BS832 and BS837).

Summer vacation studentship awards

There are sometimes opportunities for undergraduates (usually Year 2 students) to apply for a competitive studentship (awarded by external organisations such as the Society for General Microbiology, the Nuffield Foundation and the Wellcome Trust). Studentships provide a small bursary for students to work in the School's research laboratories over the summer vacation, usually for 8 to 10 weeks. Details of how to apply are issued by individual members of staff who place advertisements on the undergraduate notice boards, and/or by email. Also look out for University of Essex awards as part of the UROP (University Research Opportunities) scheme.

Job references: Requesting references from members of staff

If you require a personal reference, always ask permission from a member of staff before giving their name as a referee. You should consider from whom it is most appropriate to request a reference and who will be best equipped to evidence your character and performance in the subject.

For example, final year project supervisors, year organisers, or core course supervisors are likely to be more suitable than lecturers that have taught you on a first year option course. Every reasonable effort will be made to meet a request for a reference for graduates up to three years after they leave the University. Requests received outside of this timescale may, of course, be met if a member of staff is equipped with the necessary information on the student and is willing to provide a reference.

It is helpful if you can provide the member of staff with details of the course or job you have applied for and, if relevant, a CV or other summary of your qualifications and experience. Please try to ask for references in good time – it is not always possible for a member of staff to write a reference immediately.

Copies of references

A copy of any reference provided will be retained within our School for no longer than three years for taught students and ten years for research students. If a reference is retained beyond this timeframe, our School will seek explicit consent from the student concerned.

Further information can be found here: www.essex.ac.uk/dsh/studentreferences

3.10.1 Information for disabled students

We would encourage all new students with a disability, long term medical condition, specific learning difficulty or mental health difficulty to disclose and register with the disability service so that we can plan how best to support you in your studies.

You can find out about the academic and learning support we offer here:

<https://www.essex.ac.uk/students/disability/academic>



UK students may be eligible for a Disabled Students' Allowance grant. Go here for more information including application forms and key changes for 2016-17 <http://www.essex.ac.uk/students/disability/funding>

3.10.2 Information for international students

We are proud to be a global community and we recognise that living and studying in the UK may be very different from your own country.

Essex has a wide range of support covering academic and health and wellbeing issues. Our friendly and professional staff will be able to guide, give advice and assist you during your time at Essex.

You can find helpful information here - <http://www.essex.ac.uk/students/new/international/default>.

If you are studying on a **Tier 4 visa**, don't forget to read Section 8.4 Tier 4 information of this handbook which has further information and links.

3.10.3 Mature and part-time students

As a mature student you'll be in very good company – around 37% of our students are mature students.

We appreciate that studying as a mature student can present challenges. This is particularly true if this is your first experience of higher education and you have other commitments and responsibilities to meet such

as work and family. We want you to be aware of the support available so that you can make the most of your time at Essex.

You can find more information here: <http://www.essex.ac.uk/life/students/mature>

3.11 Student representation, Student Staff Liaison Committee (SSLC), Student Assessment of Modules and Teaching (SAMT) and student surveys

Student feedback is a vital part of the University's approach to quality assurance and enhancement. It is therefore important that you are given the opportunity to feedback and that you take the time to feedback to the University.



You can do this in a number of ways:

1. You can contact (or be elected as) a **student representative** who represent the voice of fellow students in departmental Student Staff Liaison Committees (SSLCs) and other University level committees.
2. You can find more information on the Students' Union website www.essexstudent.com/representation/course-reps/ and the University's policy here: www.essex.ac.uk/quality/student-representation/student-rep.asp.
3. You can find out information about SSLCs here: www.essex.ac.uk/quality/student-representation/sslc.asp.

Every year, we will ask you to complete the **Student Assessment of Module and Teaching (SAMT)**. This survey will be summarised and discussed by SSLCs and will inform reports written by us for central University committees as part of our quality assurance processes.

Student satisfaction surveys enable the University to gauge overall satisfaction amongst students. When the results have been reviewed and analysed, the University can then enhance your experience of learning at Essex. You will probably be aware of the National Student Survey (NSS) for final year students which feeds into university league tables. We also run our own Student Satisfaction Survey (SSS) which tells us on a local level how we're doing and where we can make improvements. It's for all undergraduate students not covered by the NSS. The surveys are run online and you will receive a link to the survey in your email.

3.12 Library services

At our Colchester Campus, the **Albert Sloman Library** on Square 5 has long opening hours, a new extension which opened in 2015, and 24 hours a day access in the weeks leading up to exam time. The library has a wide range of learning resources, including books, journals, British and foreign-language newspapers, databases, microfilms and audio-visual materials. There are quiet group study areas and networked PCs on all floors.

libwww.essex.ac.uk

3.13 Attendance monitoring (Count-me-in) and absence from sessions

Your attendance at lectures and classes has a significant impact on how successful you are in your studies. At Essex, we monitor attendance so we can identify students who may need guidance and support.

You'll need to **record your attendance** at teaching events using your registration card and the electronic reader in the teaching room. Just 'tap in' for every timetabled teaching event you attend. Your tap will count from 15 minutes before the start time and up to 15 minutes after the start time on your timetable.

You should not tap in for someone who is not attending the class; and also you should not tap in if you then immediately leave the teaching event. This is breaking the Student Code of Conduct and you could be fined.

Attending is especially important if you are here on a Tier 4 visa.

If you **lose your card** or it is **faulty**, go to the Student Services Hub to get a new card (a small fee is applicable for lost cards).

If you need to **report an absence** from a teaching event you should do so by completing the **notified absence** on MyEssex. We will consider the reasons and may record it as an **authorised absence**. Be aware that you may need to **provide evidence**, including medical evidence if relevant. Please see www.essex.ac.uk/see/attendance for acceptable reasons to be absent.



You will be able to **check your attendance record**, and notified absences on **MyEssex**. **We are introducing this by department during the year.**

Please contact your Personal Tutor, department staff or the Student Services Hub for advice and support, particularly if you are going to be absent for several weeks.

For more information on attendance, and for links to forms and guidelines visit: www.essex.ac.uk/see/attendance

Please note that **absence from practical sessions** will result in a mark of zero for the associated work. The School will not be able to schedule alternative assessment. Participation in a practical is confirmed by your **tap in** so it is essential you do this as soon as you enter the laboratory (via the Count-Me-In electronic reader). *Note:* if you have forgotten your card, or your tap does not flash green, you must report to the member of academic staff and complete an attendance slip. *It is your responsibility to hand in the completed attendance slip at the UG office (Room 4.00) immediately after the practical.* Failure to do so will be recorded as an absence and you will receive a mark of zero. If you cannot attend a practical due to **serious, unavoidable** circumstances (illness, a hospital appointment) contact the Module Supervisor for advice as soon as possible, before the practical if you can. If your **absence is the result of extenuating circumstances, you should complete an Extenuating Circumstances form, in addition to the 'Notified Absence from Teaching form'**, for the Exam Board that meets at the end of the year. You should note that the Exam Board's powers are limited. If, for example, you are continually absent from practicals in Year 2, the Exam Board would not normally be in a position to condone such absences as it needs to be sure that you have completed sufficient work to meet your programme outcomes. Therefore if you are routinely absent, even through no fault of your own, you should seek advice from the Senior Tutor or Director of Education.

If you are **absent from an examination**, you should complete an *Absence from Exam Notification Form*. Depending on the reason for your absence, you may also need to complete an Extenuating Circumstances Form (see 4.2).

For more information about how to report an absence, and for links to the online form and guidelines, visit www.essex.ac.uk/see/attendance

3.14 Your progress

Your engagement with your programme of study is primarily measured by attendance, and completion of, and performance in, assessments, as appropriate. We monitor attendance and will follow-up concerns about any student in accordance with the University's Progress Procedures at: www.essex.ac.uk/dsh/progress

As a student, if engagement in your studies, as measured by attendance and/or submission of assessed work, is unsatisfactory you'll be contacted and offered guidance and support. If your progress causes concerns you'll initially be contacted by your Year Organiser, and then by the School Progress Officer. Where serious concerns persist, you may be referred to the Deputy Dean Education and your case formally considered by a Progress Committee.

4. Assessment

4.1 Rules of Assessment

www.essex.ac.uk/students/exams-and-coursework/ppg/general/assess-rules.aspx

The Rules of Assessment are the rules, principles and frameworks which the University uses to calculate your course progression and final results. These decisions are made by the Board of Examiners, which meets at the end of the Summer Term. The Board of Examiners use the Rules of Assessment to decide:

- whether you can be awarded credit for the modules you have studied
- whether you have done enough to move on to the next stage of your course
- whether you have done enough to pass your course
- what classification you will receive
- what reassessment you could be offered
- whether you must withdraw from your course, with or without an exit award

Your first year is important and your marks will appear on your transcript which future employers or education providers may ask to review.

If you are studying on a four-year course with a year abroad, unless otherwise stated in the Rules of Assessment for your course, the marks from the study abroad year should only be used to improve your degree classification. Calculation of degree classification at the Final Year Board of Examiners' meeting will therefore be undertaken both with and without the study abroad year, and the highest classification result will be the one awarded.

The Rules of Assessment permit a limited amount of condoning of failed credits, where students are allowed to proceed to the next stage or complete their degree with failed credits. There are a maximum number of credits that can be condoned and 'core' modules cannot be condoned. You should see the Programme Specification for your course to see which modules are 'core', and refer to the Rules of Assessment for your course for any specific requirements. All modules within your course are assigned the one of the following statuses:

- Core – must be taken and must be passed; (All Year 1 modules taken by students in the School of Biological Sciences are core).
- Compulsory – must be taken, but some condonement of fails may be possible;
- Optional – you have a choice of which module to take from a designated list. Some condonement of fails may be possible.

Exit Awards

If you decide to withdraw from your course before you finish, or you fail too many credits to be awarded a Bachelor's degree, you may be awarded a qualification at a lower level, if appropriate.

If you need further information, please contact the School's Education Services Manager.

4.2 Extenuating circumstances, withdrawing and intermitting

Extenuating circumstances are circumstances beyond your control which cause you to perform less well in your coursework or examinations than you might have expected. In general, extenuating circumstances will

be of a medical or personal nature that affect you for any significant period of time and/or during the examination period.

You need to submit your form by the deadline, see:

www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx

You will **not** get extra marks if you hand in an extenuating circumstances form. Boards of Examiners use other methods to take into account extenuating circumstances, such as permitting further reassessment opportunities for uncapped marks.



Please read the guidance on extenuating circumstances very carefully before submitting your form and evidence. Please seek advice from the Students' Union Advice Centre, www.essexstudent.com/services/advice_centre/, or the Student Services Hub, www.essex.ac.uk/students/contact/default.aspx, if you need any guidance.

Intermitting is a temporary withdrawal or leave of absence from your studies. Normally this is for reasons beyond your control such as health or personal problems. An intermission is approved for a defined period of time after which you would return to your studies. This is a formal process which needs formal approval.

If you are thinking about intermitting, there are some practical things you need to consider such as academic issues, for example the impact on your module choices and maximum period of study, accommodation, financial matters including the impact on your tuition fees and visas if you have a student or Tier 4 visa.

If you decide to intermit you will no longer be entitled to attend tuition but you will still have access to your Essex email account which we will use to communicate with you and some library access.

Please see www.essex.ac.uk/students/course-admin/intermission for guidance on intermission.

You should read the guidance on intermitting very carefully before submitting your form, at: www.essex.ac.uk/students/course-admin/intermission. You are strongly advised to discuss intermitting with your department.

You may experience doubts about continuing on your course at some point during your studies.

Withdrawing from your course is the formal process for permanently leaving your programme of study and the University. There are plenty of people at Essex who can provide you with information, advice, guidance and support to help you to make a decision that's right for you. For instance, you might find that taking a temporary break from your studies (intermitting) will enable you to resolve the current situation that is causing you to think about leaving. Also, please note that if you are thinking about withdrawing from the University, there are some practical things you need to consider: accommodation, financial matters including your tuition fees, visas if you have a student or Tier 4 visa, and careers advice. Who to contact for advice, the practical matters that you need to consider, your options, and the withdrawal process are all detailed here:

<http://www.essex.ac.uk/students/course-admin/withdrawing.aspx>

4.3 Re-marking of coursework

You have the right to request a re-mark of your coursework if it has been single marked. You should speak to the module supervisor about this. The University Marking Policy can be found at:

www.essex.ac.uk/quality/university_policies/examination_and_assessment/marketing_policy.

Please be aware that your completed form requesting a remark must be received within 2 weeks of feedback release and that marks can go down as well as up.

4.4 Moderation, second marking policies and External Examiners

The University policy on **moderation** is part of the Marking Policy. When work is moderated, it means that a second member of academic staff takes a random sample of the work for a particular assessment and reviews the marks given. A moderator would not change the individual marks for the work, but would liaise with the first marker if he or she believed that the marks were not at the correct level, with a view to the first marker reviewing and adjusting the marking.

Second marking is where a second marker marks the work but has access to the first marker's marks and/or comments. Where two members of staff are involved in marking a piece of work, the markers should make every effort to agree a mark, rather than merely averaging the two marks. Departments must keep a full record of both individual and agreed marks for all work which is second or double marked.

As part of the University's marking policy moderation must take place on individual assessments

- worth more than 40% of an individual module
- where the original marker is a Graduate Lab Assistant (GLA) or recently appointed member of staff
- where a team of markers is involved in marking coursework

In addition, all fails are second-marked and a random sample (10%) is also moderated.

Where there is a strict, unambiguous marking scheme, for example calculations, or an MCQ style assessment, moderation is NOT required.

External Examiners are usually academics from other universities but may be from industry, business or the profession depending on the requirements of the course. They give an impartial view of the course and independent advice to ensure that courses at the University meet the academic standards expected across UK higher education. External Examiners write reports on the courses and modules they are responsible for which are made available to you via your department. You can find the name and institution of the External Examiner for your course and modules by looking on the Programme Specifications Catalogue and the Module Directory. You can find out more about how the University uses External Examiners at: www.essex.ac.uk/quality/external_examiners

Please note: you may not contact External Examiners directly under any circumstances. If you have any concerns about the quality and standards of your course, please contact your student rep, your Head of School or the Students' Union.

Boards of Examiners

The Board of Examiners meets in late June in order to consider results, progression outcomes (as determined by the Rules of Assessment) and extenuating circumstances claims. Very occasionally when there is a problem with the assessment for a module, the Exam Board may scale (increase or decrease) the marks for a whole module in order to achieve a fair result for students.

Year 2 and Final Year exam boards are attended by External Examiners as well as the Head of School, Director of Education and Course Directors.

4.5 Appeals, complaints, and fitness to practise

The **Academic Appeals Procedure** can be found at www.essex.ac.uk/see/appeals-ug

Following the release of your end of year results, you are eligible to submit a formal appeal against the progress decision of the Board of Examiners that have made the decision regarding your academic progress. Formal appeals can take up to 6 weeks to be considered, however, if you are not in the final year of your programme of study, you can "Consult the Dean" before submitting a formal appeal. The Dean can take

action and change the original progress decision, and can also consider requests from students who want to repeat the year rather than take reassessment across the summer. Please visit the Appeals webpage for information regarding the deadline by which you must “Consult the Dean” and/or submit your formal appeal.

As with all appeals, you would be required to provide any relevant evidence that substantiate your claims. The main legitimate grounds for appeal are any extenuating circumstances that you could not make the Board of Examiners aware of in advance, or procedural irregularities in the conduct of the Board of Examiners (including alleged administrative error) of such a nature as to cause reasonable doubt as to whether the result might have been different had they not occurred. Other grounds will be considered on their merits but you may not appeal against academic judgement. This means that you cannot appeal against the marks you have been given by a Board of Examiners without evidence of extenuating circumstances or procedural irregularity.

The Appeals Procedure gives examples of grounds for appeal which are not considered legitimate. You should read these before submitting an appeal. You may also appeal against the outcome of academic offences committees and progress committees under certain circumstances.

We strongly advise all students thinking about making an appeal to contact the Students’ Union Advice Centre. Please visit www.essexstudent.com/advice for more information.

The Complaints Procedure:

The University is a large community engaged in many activities, both academic and non-academic. If you feel dissatisfied with some aspect of your dealings with the University, it is important that the issue is dealt with constructively and as quickly as possible without risk of disadvantage or recrimination. You can find the complaints procedure and the forms here:

www.essex.ac.uk/see/complaints

Fitness to practise is only applicable to students on certain professional courses (such as nursing or social work). If this applies to you, you will have been told by your School.

You can read the procedures on the University website at:

www.essex.ac.uk/students/exams-and-coursework/ppg

4.6 Academic offences policy

www.essex.ac.uk/see/academic-offence

All students are expected to behave with honesty and integrity in relation to coursework, examinations and other assessed work. If you do not do so, you may be found to have committed an academic offence. The University takes academic offences very seriously.

Academic offences can include plagiarism, false authorship, collusion, falsifying data or evidence, unethical research behaviour and cheating in an examination (this list is not exhaustive). Academic offences can be committed as a result of negligence, meaning that you may be found guilty of an academic offence even if you didn’t intend to commit one.

It is your responsibility to make yourself aware of the Academic Offences Procedure, the regulations governing examinations, and how to correctly reference and cite the work of others. If you aren’t sure what

referencing system you should use, you should ask your department and also refer to 7. Referencing and good academic practice in this handbook.

If an allegation of an academic offence is made against you, we strongly advise contacting the Students' Union Advice Centre. Please visit www.essexstudent.com/advice for more information.

4.7 Ethics

All research involving human participants, whether undertaken by the University's staff or students, must undergo an ethics review and ethical approval must be obtained before it commences. You can find our Guidelines for Ethical Approval of Research Involving Human Participants at:

www.essex.ac.uk/reo/governance/human.aspx along with the Ethical Approval application form.

'Human participants' are defined as including living human beings, human beings who have recently died (cadavers, human remains and body parts), embryos and fetuses, human tissue and bodily fluids, and personal data and records (such as, but not restricted to medical, genetic, financial, personnel, criminal or administrative records and test results including scholastic achievements).

5. Coursework

A variety of types of assessment are used in the School:

- Essays
- Worksheets, data analysis and interpretation (DAI) exercises;
- Practical field or lab reports: including SPF (Scientific Paper Format) reports;
- Posters;
- Oral presentations;
- Web-based, pod- or vodcast productions;
- A detailed written extended SPF Report for the Final Year Research Project;
- In class tests;
- Log books, portfolios and diaries particularly for work placements;

5.1 Data Analysis and Interpretation (DAI) questions

DAI questions are an important part of our teaching and assessment and they are regularly commended by our External Examiners. The purpose of DAI questions is to test your understanding of a topic rather than testing simple factual recall. You have to apply your understanding to *analyse* and *interpret* a set of information ('data') that you will not have previously encountered. The 'data' in the question could be quantitative (e.g. numbers in tables, graphs, images) or qualitative (e.g. descriptive phrases, hypotheses, attitudes, figures, photos). Broadly, *analysis* is the identification and description of the major features of the data. It may include a critical assessment of the quality of the data (e.g. correctness of the method used to collect it, appropriateness of experimental design) and of any associated statistical tests. *Interpretation* involves discussing possible reasons for the features identified which may relate to issues such as the underlying biological processes and/or limitations of the methodology. The questions will give guidance about what aspects of analysis is expected.

You will be given training in how to deal with DAI questions appropriate to the module subject. This may be through examples of DAI in lectures, or through DAI being set as all or part of the coursework. A worked example of a final year DAI exam question will be provided for each module on Moodle.

5.2 Assignment and essay length

Part of your training in writing assignments is to produce a piece of work by a given deadline and conforming to a specified length. The work should be clear, comprehensive and concise and should answer the question. Significantly exceeding the word limit is a way of seeking an unfair advantage over other students who abide by the limits. You are allowed a $\pm 10\%$ leeway with regard to the word count without penalty. If requested you must provide a word count on the title page or coversheet of all submitted work: it should include all the main text but exclude figures, tables and the reference list. Staff will pay strict attention to word limits. If you have a particular problem with the word limit, you should discuss your difficulties with the member of staff who set the work. Final year project reports that exceed the word limit by more than 10% will not be accepted. They will be returned to you to edit and resubmit within 24 hours.

If you are considerably under the given limit (-10%), it is likely that you will not have covered the material in sufficient depth and you will probably receive reduced marks as a result. If you exceed the word limit (+10%) your work is likely to be marked down for not being concise or focused, or for including irrelevant material. In

addition, if you exceed the word limit by more than 10%, you will be penalised - School policy is that 10% will be deducted from the total mark allocated for the work (i.e. for a piece of work marked as 36 out of 50, 5 marks will be deducted, giving a final mark of 31).

5.3 Guidelines on writing assignments

a) Latin binomials (species names) must be in italics when word processed (e.g. *Aphis fabae*) or underlined when handwritten (e.g. Aphis fabae)

b) Figures (this term refers to all non-tabulated data: diagrams, graphs, drawings etc)

- i. must be numbered and referred to in the text by number e.g. Fig.1, Fig. 2 etc.
- ii. must have a descriptive title (and legend if necessary) so that they can be understood without reference to the text
Note: Figure numbers and titles must be positioned **below** the figure
- iii. must have a key to any symbols used
- iv. must be produced using appropriate software to generate graphs and diagrams (except for some year 1 worksheets as specified by the lecturer)
- v. graphs must have labelled axes with units and may have only sparing and selective use of colour, where appropriate to improve clarity
- vi. hand-drawings must be made with single clear lines using a hard (2H) pencil and must not use artistic shading (cross hatching to differentiate between tissue types may be appropriate)
- vii. as appropriate, drawings must have a scale and be labelled, using ruled pencil lines (without arrowheads or other end markers) as pointers

c) Tables

- i. must be drawn with a ruler or using appropriate software.
- ii. must have a descriptive title and column headings so that they are comprehensible without reference to the text.
Note: Table numbers and titles must be positioned **above** the table
- iii. must be numbered and referred to in the text by number e.g. Table 1, Table 2 etc.

d) Numbers

- i. must have units where appropriate (leave a space between the number and the unit) and should be rounded off appropriately.
- ii. numbers from one to ten should generally be written as words in the text. Numbers greater than ten should generally be written as Arabic numerals (i.e. 11, 126 etc.). When making reference to figures or tables use Arabic numerals.

e) All references

- i. must be cited correctly in text (see section on Referencing)
- ii. must be listed in a reference list in the appropriate way
- iii. cited in text must be in reference list
- iv. in reference list must have been cited in text.

f) Font

- i. must be 11 point Arial

Specific to structure of an SPF

- a) All SPFs should have all 7 sections: title, abstract, introduction, methods, results, discussion, references.
- b) Exceptionally, and where asked for by lecturer, an appendix may be added, giving details of calculations or other supplementary information.
- c) Abstract

- i. must be mainly results;
 - ii. should also include a BRIEF introduction, OUTLINE of the methods and a BRIEF conclusion
 - iii. must enable reader to ascertain (where the data are quantitative) the direction of the most important differences or effects **and** their statistical significance
 - iv. must be self-contained, i.e., readable and understandable on its own, that is it must not refer to tables or figures in the text or to references
 - v. can contain numerical information (means, standard errors and P values) relating to the main results.
- d) Introduction must contain some relevant background information and end with a statement of the hypothesis being investigated and/or the objectives.
- e) Methods must
- i. be a piece of continuous prose in past tense (not a set of instructions); give outline/rationale/principle of methods used and refer reader (in the correct way) to the practical schedule or another published source for the details. If there is no practical schedule then full details must be given;
 - ii. contain details of any changes to the methods in schedule.
- f) Results
- i. must contain information either in the form of tables and figures or as continuous prose (calculations, etc., must not be included here; see (b) above);
 - ii. any one set of numerical information must be presented either in a table or in a figure but not in both;
 - iii. relevant statistical information must be presented in the appropriate way, either in the table/on the figure or in the text but not both;
 - iv. in addition to table(s) or figure(s) there must be a piece of continuous prose (a commentary) which describes the main features of interest in each table/figure. This must include a statement of the direction of any differences, effects, correlations, etc.;
 - v. must not contain any discussion on the possible biological (or other) explanations for the results or on the wider significance of the results.
- g) Discussion must deal with all the features of the results which have been identified in results section; it must not identify new features from the results section. Amongst other things you will usually be expected to integrate your results with those from the literature, citing references correctly (see below).

5.4 Referencing

Please refer to Section 4.6: Academic Offences and Section 7: References and good academic practice for information on referencing and where to seek advice.

5.5 Coursework submission

Module handbooks and coversheets will specify deadlines and how work is to be submitted.

First Year

Students will either be asked to submit: hard copies of coursework in a folder, clearly labelled with name and accompanied by a signed coversheet posted in a labelled pigeonhole outside the UG office or handed in at the end of a practical, or electronically using the online FASER submission system.

Second year and final year

All work must be submitted electronically using FASER. Please refer to your module handbook to see if a watermarked hard copy submission (with coversheet attached) is also required.

Submitting hard copies of your work

Any work which you are asked to submit in hardcopy format should be placed in the labelled boxes outside the Undergraduate Office at the entrance of the School. Twenty-four hours before the deadline one of these boxes will be labelled with the name of the staff member and a description of the piece of work. You should deposit your work into the appropriate box. The box will be emptied after the deadline and any work submitted after this will be deemed to be late. Work cannot be handed in to individual members of staff. Please also read the course deadline policy below.

Work must be submitted in a plastic binder with a clear front, so the coversheet can be seen. The pages must be held securely by their left-hand edge. Year 1 students will be provided with a set of coloured coursework folders, specific to their course, at School Registration. You should keep an electronic or spare hard copy of any coursework that is submitted as it may be recalled for the scrutiny of the External Examiners prior to the Exam Boards in the summer term.

Online coursework submission via FASER

The online coursework submission system (FASER) can be accessed through *myEssex* or at this web address: <http://faser.essex.ac.uk/> where you will find full instructions.

All coursework in Year 2 and Final Year, and some Year 1 coursework, must be submitted in electronic format, via FASER. The system allows you to upload a digital copy of your assignment to the web.

You are encouraged to log on to FASER at the start of the year so that you understand how it works before you reach your first deadline. There is a trial module and deadline for you to use as a practice submission.

To submit a file to FASER:

- Go to myEssex and log in with your campus username and password.
- You will see an overview page with tabs underneath your name that read: Overview, Current Modules, Previous Modules.
- Click on 'Current Modules' and a list of your modules with assignment deadlines should appear.
- Click on the Module and find the assignment you are submitting for.
- Click on 'Upload Files' and 'Browse'
- Find your file on your computer or memory stick. Click on Open.

When uploading your work to FASER please use pdf documents only (unless otherwise instructed) and give a filename in the format of the module code and the name of the assignment (for example BS220essay).

When submitting oral presentations or your final year project, give a filename starting with your SURNAME (FAMILY NAME) in CAPITALS.

- Click to confirm you have read and agreed to the above statement of authorship and then click on 'Submit (upload) file'.
- This should upload your file to FASER. You will receive an email to confirm that this has happened.

You can upload as many draft versions of your work as you like onto the server. Indeed you are encouraged to use this as a safe and secure area to store your coursework. This can help to avoid the problem of your computer crashing at the last minute and your important files being lost. In cases where multiple versions are

uploaded you will **need to make any which you do NOT want to be included in the final submission to the School a 'draft'** otherwise just the most recently uploaded file will be taken as the final version. The maximum file upload size is **500MB**.

Problems with FASER:

If you find you are having a problem with FASER, please do not wait to tell someone about it. We understand that computer issues happen, internet loss happens and that there can be circumstances that are beyond your control that may make uploading to FASER difficult.

If you have technical difficulties: Please contact the Learning Technology Team ltt@essex.ac.uk as soon as possible to find out if this is a University issue or whether it may be a problem with your computer. This will count towards your claim when submitting a late coursework form should you need to. You can also contact IT Services helpdesk on it.helpdesk@essex.ac.uk

If you are confused or unsure how to upload, or are having any non-technical difficulties you should contact your Undergraduate Administrator.

Watermarked hard copy submission

Information in your module handbook will tell you whether or not you are required to submit a watermarked hard copy of your work. Watermarking allows you to prove that your hardcopy submission is exactly the same as your electronic submission. The watermarking process takes place automatically when you upload a file to FASER. When your watermarked file (a PDF with a secure code stamp added to each page) is ready you'll be able to download it from the watermark column. You should then print off this special PDF and hand it in as your hardcopy submission (see instructions above for submitting hardcopies of your work).

Watermarking usually happens very quickly, but during busy times can take up to an hour. Always leave yourself enough time to get your file watermarked and printed off, otherwise you might miss your deadline.

Note that in these cases the submission deadline applies to the watermarked hard copy of your work. If you do not submit the watermarked hard copy it will count as a non-submission even if you have uploaded your work onto FASER. If the watermarked hard copy is submitted late, it will be treated as a late submission even if your work was uploaded to FASER before the deadline.

5.6 Deadlines and late coursework policy

All coursework must be submitted by the published deadlines, which are set out in the relevant Module Handbooks. You should use this information to assist with planning your coursework throughout the year to ensure you are able to meet all your deadlines. Changes of deadline can only be made by the Senior Year Organiser. Any changes to deadlines will be circulated by email. It is your responsibility to check for changes to deadlines.

As far as possible, your deadlines will have been organised to avoid clashes, but inevitably some deadlines will fall on the same day, especially for students who have optional module choices. It is an important skill to learn how to prioritise tasks and manage your time. It is your responsibility to plan your work to meet your deadlines.

Apart from some Year 1 practical work which is completed within the practical, deadlines are either on a Tuesday or a Friday at 10am.

Undergraduate course deadline policy

We have a single policy at the University of Essex for the late submission of coursework in Undergraduate courses: All coursework submitted after the deadline will receive a mark of zero. No extensions will be granted. A student submitting coursework late will have the University's and School's arrangements for late submission drawn to their attention. The policy states that the mark of zero shall stand unless you submit satisfactory evidence of extenuating circumstances that indicate that you were unable to submit the work by the deadline. More information about extenuating circumstances relating to late submission of coursework can be found below and is available at: www.essex.ac.uk/students/exams-and-coursework/default.aspx

Late work submitted within 7 days of the deadline

If you submit your work late but within 7 days of the deadline, it will be marked and you will be notified of the mark that you would have achieved, so long as the work is submitted before any model answers or other feedback have been given out. The mark recorded for the late work will be zero.

If you had a good reason for missing the deadline you may make an application to the Late Submissions Committee to request that the mark be instated. You need to submit a **Late Submission of Coursework form** (available from the School common room or Biological Sciences Undergraduate Student Resources Area on Moodle) and evidence to support your case, if available. Both the late work and the form must be submitted as soon as possible and no later than 7 days after the original deadline, normally by 10am on the Tuesday or Friday of the following week.

The Late Submissions Committee will meet several times during the year to consider applications for the instatement of marks for late coursework. The UG Office will normally notify you of the outcome of the decision, but it will also be your responsibility to check your marks when your coursework marks are emailed to you for checking during the year. The Late Submissions Committee may not always reach a decision and may refer your case to the Exam Board that meets at the end of the year. All decisions taken by the Late Submissions Committee are provisional, subject to the approval of the Exam Board.

Guidelines explaining what circumstances might be taken into account by the Late Submissions Committee are available here: www.essex.ac.uk/dsh/latesubmission

A submission to the Late Submissions Committee does not prevent a separate claim for extenuation on other grounds to the Extenuating Circumstances Committee.

Long-term issues/extenuating circumstances

If you experience significant, long term extenuating circumstances that prevent you from submitting your work by the deadline or within 7 days of the deadline, you can submit your late work for feedback and you will be told what mark it would have achieved, providing the marked assignments or model answers have not already been released to students. The mark that will be recorded will be zero. Students in this position should submit an Extenuating Circumstances form to the Exam Board. Further details of the Extenuating Circumstances procedure can be found here: <http://www.essex.ac.uk/students/exams-and-coursework/ext-circ>

In considering how to proceed, you should seek advice from the Director of Education about the impact of your circumstances upon your ability to manage your workload, for example, it may not be in your best interests to return after a three week absence and spend all your time undertaking missed assignments.

Missed or late work for final year Issues modules and projects

Oral presentations form part of the assessment for the Issues modules and the final year projects. If you miss the oral presentation, reassessment opportunities can be approved, in exceptional cases. You should

speak to the Module Supervisor who will discuss this with the Director of Education on your behalf. However, you will receive a mark of zero unless you submit an application to the Late Submissions Committee to have the mark instated. You should ensure that you include details and any supporting documentation to explain your reasons for not being able to attend the scheduled presentation.

In exceptional cases when you have experienced genuine, major, unavoidable problems which are documented, project reports can be submitted later than seven days after the deadline accompanied by an application to the Late Submissions Committee. Note that if these late submissions are not approved, this will result in a mark of zero for the project report and a failed degree. You are therefore strongly urged to consult with your project supervisor or Year Organiser as early as possible before the deadline. This allows time for them to discuss your circumstances with the Director of Education who will be able to advise on the likelihood of your late application being approved.

From time to time the Undergraduate Office will email you a copy of all your coursework marks for a module. It is your responsibility to check that these are correct and to notify the Undergraduate Office of any errors or omissions.

5.7 Assessment criteria

The Assessment criteria grids below are a guide to the standard expected to achieve particular marks in coursework and examinations, and are used in providing feedback on your work. The criteria are indicative rather than rigid, and the final mark for a piece of work will reflect the overall balance across elements e.g. presentation, analysis, content. A first class mark will not necessarily require first class performance in all elements. Not all elements will count equally in all assessed work, and the emphasis placed on the different elements will vary with the expectations that accompany progression from year to year through the degree, for example, the emphasis placed on originality and evidence of reading will be greater in the final year than in Year 1.

Assessment criteria for essays

Elements	Upper 1 st	First	Upper Second	Lower second	Third	Fail
Quality of writing	Great clarity. Very concise. Entirely logical in structure. Negligible errors in spelling & grammar.	Clear and concise. Generally very logical. Minimal errors in spelling & grammar.	Usually clear and concise. Only minor weaknesses in logic. Few minor errors in spelling & grammar.	Some lack of clarity and not concise. Some lapses in logic. Some errors in spelling & grammar.	Lacks clarity, and not concise. Many errors in spelling & grammar.	Rambling, unclear. Difficult to understand. Very many errors in spelling & grammar.
Quantity and relevance of information	Comprehensive, accurate information content. Entirely relevant to question.	All important information. Minimal irrelevance/ inaccuracy.	Considerable amount of information. Minor irrelevance/ inaccuracy.	Reasonable amount of information. Some irrelevance/ inaccuracy.	Limited amount of information. Much irrelevant or inaccurate.	Negligible information. Mainly irrelevant/inaccurate.
Understanding	Excellent, critical understanding. Appreciation of all nuances / perspectives.	Very good understanding. Some appreciation of nuances/ perspectives.	Substantial understanding. Limited appreciation of nuances/ perspectives.	Some understanding, but rather narrow.	Limited and patchy. Somewhat misses the point.	Little or none. Completely misses the point.
Reading, research and referencing	Full, critical coverage of literature. Accurately cited and referenced.	Broad, critical coverage. Only minor errors in citation / referencing.	Good but lacks critical insight. Generally accurate citation / referencing.	Adequate but uncritical. Some errors in citation / referencing.	Narrow. Uncritical. Numerous errors in citation / referencing.	Little or none. Uncritical. Citation / referencing absent or full of errors.

Assessment criteria for SPF reports

Element	Upper 1 st	First	Upper Second	Lower second	Third	Fail
Overall quality of writing	Great clarity. Very concise. Entirely logical in structure. Negligible errors in spelling & grammar.	Clear and concise. Generally very logical. Minimal errors in spelling & grammar.	Usually clear and concise. Only minor weaknesses in logic. Few minor errors in spelling & grammar.	Some lack of clarity & not concise. Some lapses in logic. Some errors in spelling & grammar.	Lacks clarity, and not concise. Often illogical. Many errors in spelling & grammar.	Rambling, unclear. Difficult to understand. Very many errors in spelling & grammar.
Title	Informative, elegantly expressed and concise.	Informative, clear and concise.	Moderately informative. Somewhat long/short.	Could be more informative. Too long/short	Uninformative. Poorly written. Excessively long/short.	Uninformative or missing.
Abstract	Excellent balance. Context and methodological approach clearly articulated. Key results clearly reported. Appropriate conclusion.	Very good balance. Context and methodological approach clearly articulated. Key results clearly reported. Appropriate conclusion.	Good balance. Context and methodological approach described. Key results reported. Conclusion included.	Balance OK. Some coverage of context and methodological approach. Results not well reported. Conclusion poorly articulated.	Poor balance. Context and methodological approach unclear or missing. Inadequate reporting of results. Conclusion inappropriate.	Very poor balance or no abstract included. No context or methodology. No mention of results. No conclusion.
Introduction	Comprehensive, highly relevant coverage of context and literature. Seamlessly integrated and critically evaluated. No factual errors. Aims clear, explicit and logical.	Wide, highly relevant coverage of literature. Very well integrated and critically evaluated. Very minor errors. Aims explicit and logical.	Good, relevant coverage of literature. Well integrated and some critical evaluation. Minor errors. Aims stated and somewhat logical.	Reasonable coverage of literature (some irrelevant). Some attempt at integration and critical evaluation. Significant errors. Aims somewhat unclear / illogical.	Poor coverage of literature. Largely irrelevant. Poor integration. No attempt to evaluate. Numerous errors. Aims poorly articulated.	No coverage of literature or entirely irrelevant. Full of errors. No explicit aims stated.
Methods	Very clear, thorough & concise. Appropriate level of detail to replicate.	Clear, thorough & concise. Appropriate level of detail to replicate	Mostly clear, thorough & concise. Some necessary, unclear or missing detail.	Quite clear, but insufficient, or irrelevant detail. Difficult to replicate.	Mostly unclear. Far too little or too much irrelevant detail. Impossible to replicate.	V. unclear. Almost no relevant information. Impossible to replicate.
Results	Very clearly, selectively & concisely described. Data correctly analysed & interpreted. Tables and figures neat, accurate &, fully labeled. Statistics correctly used, interpreted, & reported.	Clearly & concisely described. Data correctly analysed & interpreted. Tables and figures neat, accurate & fully labeled. Statistics correctly used, interpreted & reported.	Mostly clearly & concisely described. Data generally well analysed; few misinterpretations. Some omissions / errors in presentation of tables and figures. Statistics mainly correctly used, interpreted, & reported.	Generally clear, but difficult to identify key results. Data analysis & interpretation satisfactory but some errors / omissions. Significant errors in presentation of tables & figures. Some errors in use, reporting & interpretation of statistics.	Unclear, key results not identified. Many errors / omissions in data analysis & interpretation. Many errors in presentation of tables & figures. Major errors in use, reporting & interpretation of statistics.	No description of results. Data not analysed; all key points missed or misinterpreted. Tables and figures very poor or missing. Statistics not used or totally inappropriate.
Discussion	Outstanding understanding. Insightful, critical integration with literature. Full evaluation of limitations.	Very good understanding. Critical integration with literature. Full coverage of limitations.	Substantial understanding. Good integration with literature but uncritical. Good coverage of limitations.	Some understanding. Incomplete integration, lacking insight. Some coverage of	Limited and patchy. Little integration with the literature. Minimal appreciation of limitations.	Little or no understanding. No integration with the literature. No recognition of limitations.

				limitations.		
References	Many. Always used effectively. Cited & listed in approved format. Mainly relevant peer reviewed papers and reviews.	Many. Nearly always used effectively. Cited & listed in a standard way. Mainly relevant peer reviewed papers and reviews.	Reasonable number, but sometimes not used effectively. Occasional deviations from uniform style. Mainly peer reviewed, but some reliance on text books/www.	Rather few. Some missed or inappropriate. Citations & listing deviate from uniform style. Some peer reviewed, mainly texts/www.	Very few. Many missed or inappropriate. Largely non-uniform listing & citation. Mostly non-peer reviewed texts/www.	Few, if any. Most missed or inappropriate Citations & listing random and messy. If any, then non-peer reviewed sources.

Assessment criteria for posters

Element	Upper 1 st	First	Upper Second	Lower second	Third	Fail
Overall design	Very clear. Extremely attractive. Excellent use of font and colour. Excellent balance of graphics and text. Clear order.	Very clear. Attractive. Very good use of font and colour. Very good mix of graphics and text. Clear order	Mainly clear. Generally attractive. Mainly good use of font and colour. Good mix of graphics and text. Order a little unclear	Some messy or difficult to read. Not very good use of font & colour. Some imbalance between graphics and text. Order somewhat unclear	Often messy. Poor use of font, & colour. Poor mix of graphics and text. Unclear order	Very messy layout. Very poor use of font and colour. No graphics/ no text. Chaotic.
Quality of writing	Great clarity. Very concise. Entirely logical in structure. Negligible errors in spelling & grammar.	Clear and concise. Generally very logical. Minimal errors in spelling & grammar.	Usually clear and concise. Only minor weaknesses in logic. Few minor errors in spelling & grammar.	Some lack of clarity and not concise. Some lapses in logic. Some errors in spelling & grammar.	Lacks clarity, and not concise. Many errors in spelling & grammar.	Rambling, unclear. Difficult to understand. Very many errors in spelling & grammar.
Information content	Appropriate amount of content. Exceptionally interesting and informative.	Appropriate amount. Very interesting and informative.	Good, but a little thin or excessive. Interesting and informative.	Adequate, but too dense or thin. Somewhat interesting and informative.	Too much or too little content. Rather uninteresting and uninformative.	Excessive, superficial or irrelevant content.
SPF (if appropriate)	All sections present, complete & correct.	All sections present, occasional minor faults.	Basically correct but minor faults.	Occasional major and many minor faults.	Several major and many minor faults.	Many major errors.
Response to Questions (if appropriate)	Exceptional command of subject. Authoritative answers to all questions.	Excellent command of subject. Authoritative answers to most questions.	Good command of subject. Good answers to most questions.	Reasonable command of subject. Weak/irrelevant answers to some questions.	Poor command of subject. Weak/irrelevant answers to most questions.	Little understanding of subject. Weak/irrelevant answers to all questions.

Assessment criteria for worksheets

Elements	Upper 1 st	First	Upper Second	Lower second	Third	Fail
Quality of writing	Great clarity. Very concise. Entirely logical in structure. Negligible errors in spelling & grammar.	Clear and concise. Generally very logical. Minimal errors in spelling & grammar.	Usually clear and concise. Only minor weaknesses in logic. Few minor errors in spelling & grammar.	Some lack of clarity and not concise. Some lapses in logic. Some errors in spelling & grammar.	Lacks clarity, and not concise. Frequently illogical. Many errors in spelling & grammar.	Rambling, unclear. Difficult to understand. Illogical. Very many errors in spelling & grammar.
Presentation	Excellent, clear, particularly neat, completely legible.	Excellent, clear, neat, completely legible.	Very good, mostly neat and all legible.	Good, parts not neat or complete, all legible.	Poor, parts not legible and untidy, some omissions.	Poor, scruffy, illegible, incomplete.
Completeness	All sections completed.	All sections completed.	Almost all sections completed.	Most sections completed	Some sections not completed.	Many / most sections not completed.
Quality of answers.	All the info. required. All accurate, relevant and concise.	All important material, concise, few minor errors.	Considerable content. Minor errors, some irrelevant material.	Reasonable info. content. Minor and some major errors. Some irrelevant material.	Limited answers, and/or many major errors, not concise, some waffle.	Little or no valid info. Many errors, most material irrelevant and/or waffle.
Results (if appropriate)	Very clearly, selectively & concisely described. Data correctly analysed & interpreted. Tables and figures neat, accurate &, fully labeled. Statistics correctly used, interpreted, & reported.	Clearly & concisely described. Data correctly analysed & interpreted. Tables and figures neat, accurate & fully labeled. Statistics correctly used, interpreted & reported.	Mostly clearly & concisely described. Data generally well analysed; few misinterpretations. Some omissions / errors in presentation of tables and figures. Statistics mainly correctly used, interpreted, & reported.	Generally clear, but difficult to identify key results. Data analysis & interpretation satisfactory but some errors / omissions. Significant errors in presentation of tables & figures. Some errors in use, reporting & interpretation of statistics.	Unclear, key results not identified. Many errors / omissions in data analysis & interpretation. Many errors in presentation of tables & figures. Major errors in use, reporting & interpretation of statistics.	No description of results. Data not analysed; all key points missed or misinterpreted. Tables and figures very poor or missing. Statistics not used or totally inappropriate.
Understanding shown	Excellent.	Clearly evidenced.	Substantial evidence.	Some evidence.	Limited and patchy.	Little or none.

Assessment criteria for oral presentations

	Upper 1 st	First	Upper second	Lower second	Third	Fail
Slide design	Very clear. Extremely attractive. Excellent use of font, colour & animation. Excellent mix of graphics and text.	Very clear. Attractive. Very good use of font, colour & animation. Excellent mix of graphics and text.	Mainly clear. Generally attractive. Mainly good use of font, colour & animation. Good mix of graphics and text.	Some messy or difficult to read. Not very good use of font, colour & animation. Some imbalance between graphics and text.	Often messy or illegible. Poor use of font, colour & animation. Poor mix of graphics and text.	Very messy or illegible. Very poor use of font, colour & animation. No graphics/ no text.
Structure of talk	Extremely logical.	Very logical.	Fairly logical. Some gaps and/or jumps.	Often not logical. Several gaps and/or jumps.	Not at all logical. Many gaps and/or jumps.	Rambling. No structure apparent.
Content amount & substance	Appropriate amount. Exceptionally interesting and informative.	Appropriate amount. Very interesting and informative.	Good, but a little thin or excessive in places. Interesting and informative.	Adequate, but often too dense or thin. Somewhat interesting and informative.	Too much or too little content. Rather uninteresting and uninformative.	Excessive, superficial or irrelevant content. Embarrassing.
Understanding of material	Exceptional. All explanations, very clear & correct.	Excellent. All explanations clear & correct.	Very good. Explanations usually clear & correct.	OK. Some explanations unclear/incorrect.	Weak. Explanations often unclear/incorrect.	Very poor. Mostly unclear/incorrect.
Timing and Duration	Excellent overall (± 30 s) and	Very good overall (± 45 s)	Marginally too long/short (± 1)	Somewhat too long/short	Substantially too long/short ($\pm <$)	Excessively long/short ($\pm > 2$)

	individual slide timing.	and slide timing.	min). Visuals not always "in sync".	(±<90s). Visuals often "out of sync".	2min) Poor synchronization.	min). Very poor synchronization.
Voice volume and fluency, pace	Perfectly judged volume control and pace. No hesitation. Appropriate use of inflection.	Excellent volume control and pace. Minimal hesitations. Good use of inflection.	Very good volume control. Pace a little too fast/slow. Minor hesitations. Slightly monotonous.	Generally good volume control. Pace somewhat too fast/slow. Frequent hesitation. Somewhat monotonous.	Generally too loud / quiet. Too fast/ slow. Frequent/prolonged hesitations. Monotonous.	Inaudible, or unlistenable. Much too fast/slow. Many major hesitations. Soporific.
Eye contact, gestures	Excellent, commanding and engaging. No reading. Excellent use of pointer.	Faced audience. Very good level of engagement. No reading. Very good use of pointer.	Good. Generally faced audience. Some reading. Some pointing.	Often not facing audience or making eye contact. Gestures somewhat infrequent or excessive. Mainly read. Little pointing.	Only occasionally faced audience, or made eye contact. Inanimate or hyperactive. Mainly read. Random pointing.	Did not face audience, or make eye contact. Inanimate or hyperactive. Completely read. No pointing.
Response to Qs	Exceptional command of subject. Authoritative answers to all questions.	Excellent command of subject. Authoritative answers to most questions.	Good command of subject. Good answers to most questions.	Reasonable command of subject. Weak/irrelevant answers to some questions.	Poor command of subject. Weak/irrelevant answers to most questions.	Little understanding of subject. Weak/irrelevant answers to all questions.

Assessment criteria for oral presentations (SPF-type)

	Upper 1 st	First	Upper second	Lower second	Third	Fail
Slide design	Very clear. Extremely attractive. Excellent use of font, colour & animation. Excellent mix of graphics and text.	Very clear. Attractive. Very good use of font, colour & animation. Excellent mix of graphics and text.	Mainly clear. Generally attractive. Mainly good use of font, colour & animation. Good mix of graphics and text.	Some messy or difficult to read. Not very good use of font, colour & animation. Some imbalance between graphics and text.	Often messy or illegible. Poor use of font, colour & animation. Poor mix of graphics and text.	Very messy or illegible. Very poor use of font, colour & animation. No graphics/ no text.
Structure of talk	Extremely logical.	Very logical.	Fairly logical. Some gaps and/or jumps.	Often not logical. Several gaps and/or jumps.	Not at all logical. Many gaps and/or jumps.	Rambling. No structure apparent.
Aims / hypothesis	V. clearly introduced	Clearly introduced	Mostly clearly introduced	Quite a lot of rationale missing	Most of rationale missing, aims unclear	Little rationale, no aims or hypothesis
Approach	Concise & v. clear	Concise & clear	Quite concise, reasonably clear	Too detailed or unclear	Far too detailed, or v. unclear	Incomprehensible
Interpretation of results	V. considered & clear	Considered & clear	Quite well interpreted	Reasonable interpretation	Unclear interpretation	No thought to interpretation
Future work	Excellent proposals	V. good proposals	Good proposals	Reasonable proposals	Little thought to future work	Not mentioned
Content amount & substance	Appropriate amount. Exceptionally interesting and informative.	Appropriate amount. Very interesting and informative.	Good, but a little thin or excessive in places. Interesting and informative.	Adequate, but often too dense or thin. Somewhat interesting and informative.	Too much or too little content. Rather uninteresting and uninformative.	Excessive, superficial or irrelevant content. Embarrassing.
Understanding of material	Exceptional. All explanations, very clear & correct.	Excellent. All explanations clear & correct.	Very good. Explanations usually clear & correct.	OK. Some explanations unclear/incorrect	Weak. Explanations often unclear/incorrect.	Very poor. Mostly unclear/incorrect.
Timing and Duration	Excellent overall (±<30s) and individual slide timing.	Very good overall (±<45s) and slide timing.	Marginally too long/short (±<1 min). Visuals not always "in sync".	Somewhat too long/short (±<90s). Visuals often "out of sync".	Substantially too long/short (±<2min) Poor synchronization.	Excessively long/short (±>2 min). Very poor synchronization.
Voice volume and fluency, pace	Perfectly judged volume control and pace. No hesitation. Appropriate use of inflection.	Excellent volume control and pace. Minimal hesitations. Good use of inflection.	Very good volume control. Pace a little too fast/slow. Minor hesitations. Slightly monotonous.	Generally good volume control. Pace somewhat too fast/slow. Frequent hesitation. Somewhat monotonous.	Generally too loud / quiet. Too fast/ slow. Frequent/prolonged hesitations. Monotonous.	Inaudible, or unlistenable. Much too fast/slow. Many major hesitations. Soporific.

Eye contact, gestures	Excellent, commanding and engaging. No reading. Excellent use of pointer.	Faced audience. Very good level of engagement. No reading. Very good use of pointer.	Good. Generally faced audience. Some reading. Some pointing.	Often not facing audience or making eye contact. Gestures somewhat infrequent or excessive. Mainly read. Little pointing.	Only occasionally faced audience, or made eye contact. Inanimate or hyperactive. Mainly read. Random pointing.	Did not face audience, or make eye contact. Inanimate or hyperactive. Completely read. No pointing.
Response to Qs	Exceptional command of subject. Authoritative answers to all questions.	Excellent command of subject. Authoritative answers to most questions.	Good command of subject. Good answers to most questions.	Reasonable command of subject. Weak/irrelevant answers to some questions.	Poor command of subject. Weak/irrelevant answers to most questions.	Little understanding of subject. Weak/irrelevant answers to all questions.

5.8 Anonymous marking in coursework policy

Effective feedback helps students to understand the mark given for a particular piece of work, and helps students to reflect on their own learning and to achieve better marks in future pieces of work. A variety of methods of providing feedback are used across the University, and departments chose the most appropriate for their courses and modules. The University does not have an institution-wide approach to anonymous marking in coursework. Departments decide whether to use anonymous marking in coursework or not.

This School operates a system of anonymous marking in coursework for most coursework at level 5 and 6. Exceptions to this policy include tutorial and project work, group work and presentations, or similar items where it is necessary to identify students to provide appropriate feedback. At level 4 (year 1), where coursework has a lower weighting and is often submitted as handwritten worksheets or in laboratory practicals, we do not anonymise student submissions. The Quality Assurance Agency for Higher Education defines anonymous marking as the ‘marking of students’ submitted work without their identity being revealed to the person carrying out the marking at the time the work is marked, so that the assessment is unbiased.’ Anonymity helps to ensure that conscious or unconscious prejudice does not affect marks, and that each piece of work is judged on its merits and not in relation to the marker’s other impressions of a student. Anonymity should not prevent you discussing your work with academic staff, although systems for permitting this may vary depending on factors such as the nature of the exercise.

Please see **section 5.2** on coursework submission for details of how to submit your coursework.

If you take optional modules outside your home department, you should make sure you are aware of the policy on whether coursework is marked anonymously or not, and how to submit coursework.

5.9 Return of marked coursework

Marked work may be returned:

1. in student pigeonholes in the Common Room (Year 1 and 2 only). You will receive an email from the Undergraduate Office to advise you when your work is ready for collection. Please collect your work promptly.
2. via the Undergraduate Office (Final Year only).
3. directly to students in a feedback class or tutorial.
4. electronically via FASER. You will receive an email notification alert when your marked work is available.

Marked work is normally returned within four weeks of the hand-in date. Where this four week deadline falls during the vacations, work will be returned to you in the first week of the next term.

5.10 Reassessment in coursework

If the Board of Examiners has required you to complete essays or assignments over the vacation, the Progress Team will send you a letter by email with further information. Please check your Essex email account regularly once your results have been published. The School will then send you details of the assignments which you are required to undertake. You should note that this will, in most cases, take the form of a substantial piece of work equivalent to the entire coursework component of the module. If you haven't received anything within three weeks of the results being published, you must contact your School or the Registry.

5.11 Resitting out of residence

Students who are offered resits out of residence (exams or coursework) will receive a letter in the autumn term with advice and guidance on study during the course of the year. You will be able to retain access to your email account, Moodle and Listen Again. While you are resitting out of residence you cannot attend any tuition, but you can contact your Module Supervisor if you wish to see whether it is possible to attend exam revision classes. Please note that this may not be possible if you will not be in the UK until the examinations due to visa restrictions.

6. Exams

Two types of examination assessment are used in the School

- Multiple Choice Question (MCQ) papers.
- Written exams, including short questions and longer essay questions.

6.1 Examination regulations

The General Regulations which govern examinations can be found via the website here

www.essex.ac.uk/about/governance/regulations/affairs.aspx#exams.

Attendance at examinations is **compulsory**. For exams that are more than an hour long, you will not be allowed to enter the examination room if you arrive later than 55 minutes after the start of the exam. If your exam is only an hour long, you will only be admitted up to ten minutes after the start of the exam.



6.2 Access to exam scripts

If you want to see your exam script, you should normally make the request within four weeks after the exam to the department which is responsible for that module. The department should either: let you see the script in the presence of one of the staff responsible for teaching the module *or* give you a copy or summary of the examiners' comments on your performance.

You can find further information about Assessment Policies for Undergraduate and Taught Postgraduate Awards at: www.essex.ac.uk/quality/university_policies

Students must not attempt to engage the member of staff in discussions about whether the work has been marked correctly. The marks will have been approved by the external examiners and ratified by the examination board.

A student who wishes to view an examination script or project should first contact the Education Services Manager (esmbs@essex.ac.uk).

6.3 School policy on the use of dictionaries and calculators

Dictionaries

Dictionaries are not permitted. If you take a dictionary to an exam where it is not permitted, you will be reported on suspicion of committing an academic offence. Even if English is not your first language you are still not entitled to use a translation dictionary.

Calculators

You are allowed to use a calculator in your examinations. The **only** models you are permitted to use are the **Casio FX-83GT PLUS** or the **Casio FX-85GT PLUS**. You can buy these from the Burrow, everythingEssex

or Waterstones at the Colchester Campus or online from Amazon or eBay, or from Tesco, Argos or WH Smith.

A limited number of the permitted calculators will be available to borrow **on the day of your exam** from the Exams Office on a first-come, first-served basis, on production of your registration card.

6.4 General information about summer exams and examination results

You can find your personalised exam timetable online at: www.essex.ac.uk/examtimes/

You must bring your registration card and exam entry form with you to the exam. You will not be allowed entry without them. Remember to check your exam entry form carefully and contact the Examinations Office if there are any errors.

You can download a guide to examinations, and watch a short video at:

<http://www.essex.ac.uk/students/exams-and-coursework/default>

You will receive an email to your Essex email account as soon as your results are published. You can find the publication schedule at: www.essex.ac.uk/students/exams-and-coursework/schedule

6.5 Help to prepare for your exams

Exams generally take place in the summer term (Weeks 33-36). However there are also Year 1 Multiple Choice Exams (MCQs) in weeks 15 and 30 and some Year 2 Biomedical Science exams and MCQs in weeks 15 and 32. The Exams Office aims to ensure that no student has more than three hours of exams on a single day, but otherwise it can make no guarantees that exams will be spread out. You should not rely on having enough time after one exam to prepare for the next. You should plan to have completed your revision for all your exams before the exam period starts, with gaps between exams reserved for some relaxation and for quickly refreshing your memory of what you already know. This requires you to organise your time so that you study the material as each module progresses, consolidating and extending your knowledge and understanding. In allocating your study time, bear in mind that exams are weighted heavily and do not spend excessive amounts of time on coursework if it carries much less weight.



Module Handbooks are an important learning tool because they provide detailed documentation of what you should know for each module. The learning outcomes define what you should be able to do on successful completion of a module, and the detailed learning objectives specify how you will be assessed to see if you have met those outcomes. Note in particular which terms are used – to meet a learning objective that specifies “Discuss ...” would usually require much more work in preparation than one which is “Define...” or “List...”.

Sample exam papers are available for Year 1 modules on Moodle, specially devised to help you prepare for your summer exam. Past exam papers for Year 2 and Final Year modules are available on Moodle. Final Year past exam papers will not include the DAI question but a suitable sample DAI question will be provided. Bear in mind that the detailed content of a module can change from year to year, so papers from previous years may contain questions no longer relevant.

Revision classes will be timetabled at the beginning of the summer term.

Exam stress

Exams create stress for most people. The University Talent Development Centre offers a series of Exam Workshops which are run by specialist staff. These sessions cover revision planning and techniques, as well as sessions on relaxation and how to cope with stress. Staff in the Counselling Service can also provide sessions on stress management if required.

Common Terms Used in Exam Questions

Below are some of the terms commonly used in exam questions. Make sure you tailor your exam answers to the term used. For example, do not write a long description for a 'List...' question and note that you will get very few marks for writing a single line in answer to a question stating "Discuss...."

Define - Give the definition, but do not elaborate or explain. A typical answer will be a phrase or a single sentence.

State or Give - Answers will be a phrase, a short sentence or other single item of information e.g. state the first law of thermodynamics, give the formula for the standard error or a chemical compound. You should not be elaborating on this by describing or explaining it. The answer requires factual recall.

List - Do just that. Your answer should be a list of single words, phrases or (rarely) short sentences. Do not elaborate by describing or explaining items on the list. Typically 'List' is used for Year 1 short questions. The answer requires factual recall.

Calculate - Manipulate figures and/or formulae provided to obtain an answer.

Outline - Describe briefly (i.e. the main points) or give an overview. Much less detail required than for 'Describe' (see below). This is typically a Year 1 question.

Describe - Give an account of the material/topic/area (e.g. a structure, process, data or theory), using examples if appropriate. Labelled diagram(s) may be included. The answer requires predominantly factual recall.

Derive (= prove) - Show how a conclusion is obtained from a given set of premises by a series of logically or mathematically valid steps.

Suggest - Typically this will occur as a Data Analysis and Interpretation (DAI) question, where you are being asked to put forward possible reasons for the features of a set of data. You might also be asked to 'Explain' (see below) why your suggestions are appropriate.

Compare - As for 'Describe' but there must be an explicit identification and account of those points where there are similarities or differences

Explain - Present the relevant information to show knowledge and understanding, using examples and diagrams if appropriate. The answer requires some degree of analysis of the relationships/connections/comparisons between sets of information (e.g. structure and function, theory and evidence) and an ability to integrate this information. The answer requires factual recall, understanding and the ability to present the relevant information logically and clearly in continuous prose (i.e. not in note form).

Discuss - As for 'Explain' but, in addition, information must be selected, critically examined and evaluated, for example, discrepancies between facts and theories or between conflicting sets of facts should be examined and where possible resolved to produce a balanced answer. The answer requires factual recall, understanding, critical evaluation of information and integration.

Good answers to questions using Describe, Suggest, Compare, Explain, Discuss should include evidence of reading. Even 'Define' or 'State'-type questions could give evidence of reading by, for example, quoting the author of a definition. In Year 1 this 'evidence of reading' may be text books, but in Year 2 and the final year more extensive reading is required. Reviews and specialist texts form the bulk of the Year 2 reading. In the final year students are expected to read selected original papers as well as reviews.

6.6 Anonymous marking policy in examinations

All formal examinations at the University of Essex are marked anonymously.

6.7 Reassessment in examinations

If you fail a component of your degree, you will be offered reassessment in accordance with the Rules of Assessment. Reassessed modules are normally capped at the pass mark of 40% unless you have extenuating circumstances which are accepted by the Exam Board. Remember, reassessment should not be viewed as a strategic route to get through the year. The majority of students who undergo reassessment do not succeed in progressing to the next year.

Resit exams are scheduled in late August/early September or 'out of residence' in the summer of the following year. A considerable amount of useful revision material is available on Moodle. Students can contact staff, particularly Module Supervisors for the modules they are resitting if they need help with revision or specific queries (do not leave this until the last minute as staff availability will be reduced throughout the summer). Staff can give individual feedback on summer exam performance, if requested. You can find information relating to resitting exams at: www.essex.ac.uk/students/exams-and-coursework/resits.

Remember that reassessment in examinations (and coursework) carries a fee.

7. Referencing and good academic practice

7.1 Good Academic Practice

Respecting authorship through good academic practice is one of the key values of higher education in the United Kingdom.

The Talent Development Centre provides online courses and guides to help you fully understand what is required from you. You can find out about the full range of workshops and resources that are available to you by visiting www.essex.ac.uk/see/tdc. You can also complete the online Academic Integrity course at moodle.essex.ac.uk/course.

You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully. Failure to understand the academic conventions may result in you being found to have committed an academic offence (see section 4.6 Academic offences policy).

Remember, if you have any questions about referencing you can ask our academic staff, or staff in the Talent Development Centre.



Repeated work

You may also be accused of an academic offence if you repeat work previously submitted for an assessed assignment without full acknowledgement of the extent to which that previous work has been used; in other words, if you hand in the same or a very similar essay to one that you have already submitted. You should note that it is also an offence for a student knowingly to assist another student to commit an academic offence, whether in an examination, or in any other piece of work.

Group work

Sometimes students who have been working together end up submitting almost identical work and are accused of an academic offence. While we do not want to dissuade you from working with or discussing your work with another student, you must be careful that you do not collaborate too closely, and it would be wise to seek advice from your tutors on the limits of collaboration before you submit your work.

Please see section 4.6 and remember that the Academic Offences Policy applies to all students www.essex.ac.uk/about/governance/policies/academic-offences.aspx.

7.2 Referencing

The most important independent measure of the research a scientist has produced is their research publication list, so writing scientific papers is central to a career in science. All scientific papers have to include references in the research journal style, so it is a key scientific skill to be able to follow the details of reference style guidelines and apply these precisely to your work. An important principle in all forms of research and scholarship is that you must fully reference the sources of all ideas and results that you are

quoting or using. In the context of your learning, references also show the reader or examiner that you have read and can integrate information from different sources. It also helps you to avoid plagiarism.

The point of the referencing system is to make it clear who came up with an observation or idea and make it possible for readers to track that material down. There are general conventions for referencing sources, both how they are referred to in the text, and how the reference is given in the reference list. Different disciplines and publications do use slightly different formats, but for consistency we have adopted one standard across the School.

Referencing in text ('citation'):

References in the text are cited using only AUTHOR (surname only) and DATE (year only):

"Smith (1989) reported that..." or "X was discovered by Smith and Jones (1989)" or "there have been reports in support of this mechanism in other species (Smith and Jones, 2002; Smith et al., 2008)"

One author: (Smith, 2004)

Two authors: (Smith and Jones, 2002)

More than two authors: (Smith et al., 2008)

Two or more papers: (Smith and Jones, 2002; Smith et al., 2008) *oldest first*

Two or more papers by the same authors in the same year (Smith et al., 2002a and b)

Where an author cannot be identified (for example some internet sources) use the name of the organisation, such as BBC or Online Mendelian Inheritance in Man. Do **not** insert the URL in the text. The date used should be the last time the information was updated.

Reference lists: must be in alphabetical order at the end of the work. **Do not number your references. This is the complete information that identifies the source and includes (in this order):**

Surname(s), initial(s), year, title of paper, journal, volume (in bold) and first and last page number.

Sometimes you will have to put your information into this format, for example abbreviating first names to initials only. The issue number (sometimes in brackets, after the volume) is not required.

For journals:

Jones, A., Black, C and Zebidee, A. (2005) Recruitment of DNA methylases to DNA strand breaks. *Nature*, **248**, 771-777.

Smith, J.C. (2001) Effect of inhibition of PARP-1. *Journal of Cell Science*, **47**, 123-132.

For internet sources:

Mahillon, J. (2003) IS Finder: www-is.biotoul.fr/is.html Last accessed 28 May 2008

National electronic Library for Health. 2003. Can walking make you slimmer and healthier? (Hitting the headlines article). Updated 16 January 2005 www.nhs.uk.hth.walking. Last accessed 10 April 2008

i.e. Surname(s), initial(s)(if possible), year, name/title of site, full URL, date of last access.

For books:

Chrispeels, M.J. and Sadava, D.E. (1994). *Plants, Genes and Agriculture*. 2nd edn., Boston: Jones and Bartlett, pp 162-186.

Dame, J.J. (1998). Formulation of cloning strategies. In *Recombinant DNA: Principles and methodologies*. J.J. Greene and V.B. Rao (Eds). New York: Marcel Dekker, pp. 193-267.

i.e. Surname(s), initial(s) (of author of chapter) year, title of chapter, title of book, editors, page numbers, place of publication, publisher.

Secondary sources:

If the information you are using was quoted by a source such as a textbook or a review as originating from somewhere else, this is then a secondary source. Cite this in the text as: “Bloggs (1985, cited in Smith, 1992) showed that ...” or “It has been shown that ... (Bloggs, 1985, cited in Smith, 1992)”. In the reference list you only give the details of the source you read: Smith (1992).

7.3 Plagiarism

Plagiarism is to steal ideas, verbalisations or writings from another person without correct acknowledgement, presenting these as your own work. It also includes utilising your own previous assessment submissions, without correct identification of such (‘Self-plagiarism’). Any source you access and utilise when preparing your work (book, journal article, newspaper article, internet page, podcast etc) must be referenced appropriately to avoid plagiarism – ignorance of correct referencing techniques is inexcusable.

You may also be accused of assisting plagiarism if you lend your work to another student who then copies your text. Plagiarism is indefensible and will not be tolerated in any form within the University of Essex. This Academic Offence carries severe penalties, and you may be withdrawn from your programme. All students should view the University of Essex plagiarism online tutorial at: <http://www.essex.ac.uk/plagiarism/tut.html> to familiarise yourself with this issue. If you are concerned about plagiarism, you should talk with your tutor.

How to avoid plagiarism

To avoid plagiarism give yourself enough time to plan, draft, write, edit and proof-read your work. Make sure you print or save full details of all sources, so that you can reference them easily once you have used them. Do not copy and paste large chunks of text from the internet – look at the source, read it critically, identify the main themes, and then paraphrase or present as a direct quote. NB: paraphrasing does not mean changing the odd word within a sentence. You need to re-phrase the entire sentence in your own words, thus demonstrating your understanding.

Responsibilities relating to plagiarism

1. Plagiarism

- Plagiarism is cheating
- Submission of work that is plagiarised is unacceptable
- Poor academic practice with regard to referencing, which may be considered as contributing to plagiarism, is also unacceptable

2. Students’ responsibility

- To appraise him/herself of the nature of plagiarism
- To appraise him/herself of the academic offences policy of the University of Essex

- To submit work that does not contain plagiarism
- To utilise plagiarism checking systems where available

3. Our School's responsibility

- To ensure that all **School** staff have a shared understanding of the nature of plagiarism and action to be taken in the event of plagiarism being uncovered (Head of School)
- For 'standalone' modules (regardless of whether they form part of a programme) - to include within each module induction, accurate information regarding plagiarism (Module Supervisor)
- For modules studied as components of a single programme – to include within the programme induction, accurate information regarding plagiarism and supporting information within the VLE. A record of attendance at plagiarism induction will be maintained (Course Director).
- To include supporting information and links on our School website and on our School's Moodle Study Skills resource (Head of School)
- To advise all students that they should expect that submissions for assessment will be subjected to a plagiarism check (Director of Education)
- To refer plagiarism to the Plagiarism Officer in a transparently fair and equitable manner (all markers)
- To remind students on commencement of each term of their responsibilities regarding plagiarism (Director of Education)
- To transparently apply University Rules regarding plagiarism (Head of School)

4. The University's responsibility

- To apply the Academic Offences Policy universally and transparently
- To provide equitable access to plagiarism checker systems

www.essex.ac.uk/dsh/plagiarism

7.4 The University Academic Offence Procedure

Please see section 4.6 and remember that the Academic Offence Procedure applies to all students

www.essex.ac.uk/see/academic-offence

8. Practicalities: Getting Started and IT Matters

8.1 Registration, enrolling and transcripts

All new and returning students must register at the start of each academic year. The full process for new students includes activating your student record for the academic year, getting your email account, gaining access to IT and library services, and enrolment on modules and confirming your contact details.

As your studies draw to a close, once your exam board has met, it takes up to five working days for your results to be confirmed. The Assessment Team will publish your results and update your record. For graduating students, Degree

Certificates will be provided by the Graduation Team either for collection at Graduation, or they will be sent afterwards for students who do not attend the Graduation event. For more about registration, visit our student webpages.

www.essex.ac.uk/students/new/registration

www.essex.ac.uk/students/graduation/award-documents



8.2 Find Your Way and room numbering system

Find Your Way is our interactive campus map app. Download it to help you find any location on campus and get directions quickly and easily. There's also a handy web version

<http://findyourway.essex.ac.uk>

If you're looking for a specific room, follow these rules.

If the room number has three parts and the first is alphabetical e.g. TC.1.20 then the room is in one of the outer buildings. The format is building.floor.room. The first part indicates the building - "TC" is the Teaching Centre and "LH" is the Ivor Crewe Lecture Hall. The second part tells you the floor and the third the room number. For example, LH.1.12 is Ivor Crewe Lecture Hall, floor 1, room 12.

If the number has three parts and the first contains numbers and letters eg 5N.7.16, then the room is in square 4 or 5. The format is entrance.floor.room. The first part tells you the square and corner (eg 4S is the south corner of square 4), which matches the labels on the entrances (eg door 4NW is next to The Store). The second part is the floor and the third part the room. For example, 5NW.6.12 is in the north-west (NW) corner of Square 5 (entrance "5NW"), floor 6, room 12.

If the number has two elements and the second element has three digits eg 4.722, the room is in the Maths/Social Studies/Rab Butler/Square 1 building area. The first number shows the floor and the last three digits shows the room number.



Also, if the last three digits are 700-799 the room is off Square 1, and if the last three digits are 500-599 the room is in the Square 2 area (Computer Science). For example, 5.512 is room 512, floor 5.

www.essex.ac.uk/about/colchester/documents/location_of_teaching_rooms.pdf

8.3 IT support

Visit our website to set up your **IT account and password**. Once you're set up, you can access email, log on to lab computers, connect to eduroam wi-fi and much more. www.essex.ac.uk/it/getaccount

You must change your password within four weeks of starting, and then once every four months after that. The easiest way to **change your password** is online at: www.essex.ac.uk/password.

As part of your Office 365 email account you get unlimited cloud storage space for all your documents with OneDrive. OneDrive lets you create, edit, and share documents online. You also get at least 300 MB of local storage, known as your M: drive. You can access this by going to 'My Documents' on any lab computer.

Visit the IT Services website for helpful information, including how-to guides, answers to frequently asked questions, and links to video screencasts. www.essex.ac.uk/it

If you can't find what you're looking for, or if you need to talk to someone, then you can get help from the IT Helpdesk in the Silberrad Student Centre. Open Monday to Thursday 8.30am to 6.00pm, and Friday 8.30am to 5.45pm.

You can also download Microsoft Office 365, for free. You can install it for free on up to five computers, and up to five mobile devices. www.essex.ac.uk/see/software

If you need to use a **computer on campus** our computer labs are the perfect place to study or work. Many labs stay open until late and some are open 24/7. For computer lab locations, opening hours and real-time availability visit: www.essex.ac.uk/it/computers/labs.

Group study pods

Need to work collaboratively? Our IT-rich group study pods provide an ideal setting for encouraging creative team-working among groups of students. Group study pods are open access and are first-come first-served; they can't be pre-booked. There are 15 group study pods on our Colchester Campus, to find one go to: www.essex.ac.uk/it/computers/pods.

8.4 Tier 4 information

If you are a citizen of a country that is not part of the European Economic Area or Switzerland it is likely that you will require a **visa** to enter or remain in the UK to study. The type of visa you need to apply for will depend on your personal circumstances, proposed study and where you are applying from. Find out more on the University's website at: www.essex.ac.uk/immigration/

8.5 On-campus facilities

There is a broad range of **facilities** to support your living and learning experience at our Colchester Campus – including study-based services like the IT helpdesk and group study pods, but also various food and drink venues, two banks, a general store run by the Students' Union, a printing and copy centre, market stalls each Thursday, a Post Office, launderettes, and much, much more. Full details on all on-campus facilities feature on our student webpages and in the campus guide you received with your welcome information when you joined us as a student member.

www.essex.ac.uk/students

www.essex.ac.uk/welcome

8.6 Graduation

The culmination of all your hard work, **Graduation** ceremonies take place at our Colchester Campus each July in the Ivor Crewe Lecture Hall. All eligible students studying at our Colchester, Loughton and Southend Campuses will be invited to attend. For more information visit our graduation pages:

www.essex.ac.uk/students/graduation

8.7 Ordering important documents

Please use the Student Documentation Ordering System to order academic transcripts, award confirmation letters, bank letters, Certificate of Registration, Council Tax certificates and Degree certificates. It's online at:

<https://www.essex.ac.uk/studentdocs/>

9. Skills, Employability and Experience

9.1 Employability and Careers Centre

Our careers specialists can give you valuable advice throughout your time at Essex and beyond. We offer one-to-one advice and guidance, job-hunting workshops, CV and job application reviews, and online access to graduate and part-time job vacancies.

www.essex.ac.uk/careers

9.2 Learning Languages at Essex

Learn a language at Essex to increase your global and cultural awareness. Language learning can give you the confidence to work and travel internationally, expand your options for studying abroad, and get a competitive edge when you're looking for a job. There are a number of ways to do it, so look online to discover the best option for you.

<https://www.essex.ac.uk/study/why/languages>

9.3 Talent Development Centre

Unleash your potential and visit our Talent Development Centre. Providing support on academic literacy, numeracy, English language, employability and IT to help you be the best you can be.

www.essex.ac.uk/students/study-resources/tdc/

9.4 Career Hub

Browse hundreds of top jobs and graduate vacancies, sign up to exclusive careers events, book CV reviews and one-to-one careers advice, and connect with employers on CareerHub, our online jobs portal.

www.essex.ac.uk/welcome/careerhub

9.5 Frontrunners

Frontrunners is our unique placement scheme for students. We'll give you challenging employment opportunities on campus and help you develop the skills you need to compete for the best jobs. We'll even give you on-the-job training and pay you, too.

www.essex.ac.uk/welcome/frontrunners

9.6 Student Ambassadors

Student Ambassadors are current students who help to promote the University and higher education. As a Student Ambassador you can get involved in a whole range of opportunities, in particular helping our Student Recruitment and Outreach teams. Student Ambassadors are normally recruited at the start of the Autumn Term.

www.essex.ac.uk/careers/job_hunting/on_campus

9.7 Volunteering

There are plenty of opportunities to **volunteer** during your time at Essex. The Students' Union runs the vTeam, which is a fantastic opportunity to meet new people, make friends, give something to the local community, and gain valuable skills.

www.essex.su/vteam

9.8 Big Essex Award

This is the University's **employability award** and will help you stand out from the crowd and get University recognition for all your extra-curricular experience.

www.essex.ac.uk/careers/bige

9.9 Essex Interns

Essex interns create paid internships exclusively for you as an Essex student. They're flexible too; part time during term time or full time in vacations. You can even take part up to three years after you graduate, as part of our Essex graduates support package.

www.essex.ac.uk/careers/internships/

9.10 Professional bodies or societies

Students are encouraged to use explore the professional societies relevant to their courses. The resources provided include news, blogs, membership, careers information and even the opportunity to apply for small grants to support summer research projects.

British Association of Sport and Exercise Sciences <http://www.bases.org.uk/>

The Physiological Society <http://www.physoc.org/>

The Institute of Biomedical Science <https://www.ibms.org/>

The Genetics Society <http://www.genetics.org.uk/>

The Biochemical Society <http://www.biochemistry.org/>

The Society for Experimental Biology <http://www.sebiology.org/>

The Society of Biology <https://www.societyofbiology.org/>

The Society for General Microbiology <http://www.sgm.ac.uk/>

Marine Conservation Society <http://www.mcsuk.org/>

Marine Biological Society of the UK <http://www.mba.ac.uk/>

British Ecological Society <http://www.britishecologicalsociety.org/>

10. You Matter: Health, Welfare, Support and Safety

10.1 Student Services Hub, including contacts for disability, wellbeing, counselling and confidential issues

If you need practical advice, a confidential conversation, or general information and guidance on University life, no matter what the issue is, our **Student Services Hub**, within the Silberrad Student Centre, is the place to go. Want to know how and when to apply for accommodation? Just ask us. Having problems with your funding? We're here to help. Struggling with exam stress? We will listen. Your question matters and you'll get answers from our team of experts. At Colchester Campus find us on the first floor of the Silberrad Student Centre. Our helpful staff are ready to take your questions by email or phone, all you have to do is contact us; we'll provide information and guidance to help you.

Student Services Hub Colchester email: askthehub@essex.ac.uk

www.essex.ac.uk/students/health-and-wellbeing

If you get into financial difficulty get help and talk to someone as soon as possible. The sooner your problem is identified, the sooner it can be solved. Advisers in our Student Services Hub and our independent SU Advice Centre on campus can listen and talk you through the issues.

<http://www.essex.ac.uk/fees-and-funding/money/>

<http://www.essexstudent.com/advice/money/>

10.2 Harassment advisory network, dignity and respect

We are Essex. We encourage a culture of dignity and respect. We're committed to upholding an environment that's free from any form of harassment or bullying. Though rare, these incidents can occur and if they do our network of trained harassment advisors are on hand to help.

www.essex.ac.uk/equality

www.essex.ac.uk/equality/harassment

www.essex.ac.uk/students/new

10.3 Faith groups

We're proud of our vibrant and diverse multicultural community and we recognise and support the many different religions and beliefs on campus. The calm, friendly and supportive atmosphere in our Multi-Faith Chaplaincy is a welcoming place for staff, students and the wider community to meet, interact and engage with each other.

www.essex.ac.uk/students/experience/mfc/default.aspx

10.4 Nightline

Established at Essex in 1970, **Nightline** is a friendly help and support service run by students, for students. We're open and listening during term-time from 10pm to 8am, located on the ground floor of Keynes Tower. We work under strict confidentiality ensuring complete anonymity, and we're always willing to listen. From tea and toast to campbeds, whether you're waiting for a taxi, need a revision break, or just want to chat, pop in or call us.

10.5 Health and safety on campus

Our campuses are generally very safe environments. We want to ensure that things stay this way. In order to achieve this we work closely with local agencies including the police and borough councils. Take a look at our website for general advice and information.

www.essex.ac.uk/students/experience/safety

Please read the emergency evacuation notice in your accommodation, work or study location for fire safety procedures. If you have a permanent or temporary disabilities that may mean you have difficulty in evacuating one or more areas, you can arrange for a Personal Emergency Evacuation Plan (PEEP).

www.essex.ac.uk/students/experience/safety

www.essexstudent.com/safetybus/

www.essex.ac.uk/students/campus/emergency

www.essex.ac.uk/ohsas/fireSafety/peep.htm

10.6 Safety in the laboratory

The School is legally and morally obliged to ensure the safety of students and staff. However, the School expects students and staff to observe certain standards of safety for their own sakes and for those of their colleagues. You should familiarise yourself with the School Safety webpages

<http://bsintra.essex.ac.uk/safety/default.shtm>. The information is not exhaustive but is regularly updated.

You should remember that a laboratory is a potentially hazardous place with chemicals, glassware, gas, electricity, micro-organisms, etc., within it. Nevertheless the laboratory will be a safe environment if a few simple, common-sense rules are observed, as outlined in the Practical Handbooks and Project Handbook.

Additional information relating to particular hazards associated with individual practicals can be found listed at the start of each practical schedule in the Practical Handbooks.

Please report all accidents, however minor, to the lecturer in charge of the practical session. The Technician in charge of the class laboratory is a qualified first-aider.

Tetanus

All students, on whatever course, but particularly those involved in sport, are advised to ensure that they are immunized against Tetanus. Students taking Marine Biology/Ecology -based courses are also particularly at risk as they may be involved in a substantial amount of fieldwork and may sustain cuts and grazes. Immunity for a period of 5 years can be obtained by having a course of three injections. You must begin a course of Tetanus injections when you start your degree course. Please register with a doctor at the Health Centre as soon as possible; you should have already received an invitation to do so, together with an appointment. You should arrange for a course of injections when you attend this initial appointment.

10.7 Residence Life

Our **Residence Life** team is here to help you settle in and support you during your time living in University-provided accommodation. Each residents' assistant (RA) is assigned an area and will aim to get to know you, and organise a range of social activities. Plus they can help if you've got any concerns or complaints. Residence Life operates outside of office hours when other University support services are closed.

10.8 Health Centre

If you're studying on a course for more than six months, you're required to register with a local doctor. Our Colchester Campus has its own health centre or you can use the NHS Choices postcode finder to find your nearest doctor.

www.rowhedgesurgery.co.uk

www.nhs.uk

10.9 Students' Union Advice Centre

Our SU advice centre offers free, confidential, independent and impartial advice on any issue that might be affecting you. Our friendly, trained staff are on hand to support you throughout your time at Essex.

www.essex.su/advice

suadvice@essex.ac.uk

01206 874034

10.10 University Privacy Statement

Under the Data Protection Act 1998, any individuals about whom the University may be holding personal data have the right to access the data that is being held about them. Full details about how this works, and how to request such information are available on the Records Management web pages, see: 'How to access your personal data'.

www.essex.ac.uk/site/privacy_policy.aspx

www.essex.ac.uk/records_management/request

11. The Essex Experience

11.1 The Essex Student Charter

Our **Student Charter** is developed by the University of Essex and our Students' Union as a part of our ongoing commitment to create an outstanding environment that offers the highest standards of teaching, research and support in an international and multi-cultural community.

www.essex.ac.uk/students/experience/charter

11.2 Freedom of speech policy and the Code of Conduct

For regulations relating to the **Code of Student Conduct**; procedures for investigating breaches; appeals process please refer to the “Terms and Conditions Apply” booklet all new students receive with welcome information, previously known as the Code of Student Conduct and The Rulebook. This information is on the University’s website and is updated annually.

www.essex.ac.uk/students/study-resources/handbooks

www.essex.ac.uk/about/governance/regulations/code-conduct.aspx

11.3 Essex Spirit, social media and other channels of communication with students

Keep up-to-date with important news, events and offers from across the University with our Essex Spirit blog. Go to our email lists to subscribe to the fortnightly e-bulletin.

blogs.essex.ac.uk/essexspirit/

www.essex.ac.uk/students/new

11.4 Students’ Union

We’re famous for our **Students’ Union** at Essex, and for good reason. Here you’re not just a member of a normal Students’ Union, you’re part of a family. We’re here to cheer you on as you walk into exams and to help you absolutely destroy the competition in interviews and land your dream job. We’ve given students the tools to set up over 100 societies for anything they want. And if you’re into sport – we run more than 40 sports teams and unlike other Universities ours are free to join. You choose what drinks we serve in our bar and what products we stock in our shops, just write it on the wall and we’ll do our absolute best to get it in stock for you ASAP.

Say hello at essex.su

11.5 Alumni

Your time will fly by. But Essex is forever, not just for a few years, and you’ll be part of this place for life. When you graduate, you’ll get an alumni card, which gets you access to all alumni events, like our popular Sports Weekend, and allows you to keep using the gym and the library, so stay in touch.

alumni.essex.ac.uk/home

11.6 What comes next?

Choosing to be a **postgraduate student** at Essex is one of the few decisions in life that's black and white. Our research degrees include PhD, MPhil, MSc, MA and MD, and our culture of world-class research provides an outstanding and supportive environment in which to undertake your research study. If you decide

to stay on for further study with us, you'll have a great opportunity to study a challenging course within a research-intensive and supportive environment. You'll develop knowledge in your chosen area and learn from some of the top academics in the field, while becoming a valued member of our postgraduate community. Explore our courses on our coursefinder, and find out more about the value of being a postgrad.

www.essex.ac.uk/study/pg

www.essex.ac.uk/coursefinder

11.7 HEAR

When you study at Essex, you get far more than just a degree. Along with showcasing your academic achievements, the Higher Education Achievement Report (HEAR) records any activities you've undertaken and logged through the Big Essex Award, and any awards and prizes you receive.

When you graduate, you'll have full electronic access to your HEAR for free, for life. You'll be able to share this with employers and other universities, providing them with a University-certified record of your achievements.

To start making the most of your HEAR; visit our website to activate your account.

www.essex.ac.uk/see/hear/ (link not up yet)

School website address:

<http://www.essex.ac.uk/bs/>

School Facebook pages:

[School of Biological Sciences](#)

[Sports and Exercise Science](#)

APPENDICES

Appendix 1: Guide for First Year Students

The first year of a degree course is an important time of adjustment to the demands of University study and forms the foundation for your remaining years of study. Careful management of your time is critical to a successful year. If you keep on top of your work you should have a very enjoyable time. You are expected to spend 1.5 hours of time in private study for every hour attending taught components (lectures, practicals, tutorials, classes) with academic staff. You should therefore expect to spend approximately 40 hours a week on taught work with academic staff and your private study.

Some students feel that as they only have to pass all modules in the first year, they do not need to try to get good marks. This is completely wrong: good performance in the first year lays the foundation to good achievements in the second and final year and therefore to a good degree classification. There are also minimum thresholds for Placement and Year Abroad courses. Remember that while Year 1 marks do not contribute to your degree classification, they will appear on your transcript.

During term-time the Year Organiser, Dr Gareth D. Jones, will be available in his office between 1-2pm Tuesdays, Wednesdays and Fridays. Dr Jo Barton, the Sports and Exercise Science and Sports Performance and Coaching Year Organiser, will be available between 1-2pm Monday and Tuesdays. Students may email for an appointment at other times, but if you need to speak to them urgently ask the Undergraduate Office or telephone them (contact details available at 2.1 Academic Staff). Other members of staff that may be able to help you are your Personal Tutor, the Senior Tutor and Course Directors.

Important Information about Year 1

Each module consists of 24 lectures, up to 4 × 3 hour practical sessions (or equivalent), 1 hour of directed learning based on 1 or 2 module objectives, and 2 revision sessions, one at the end of the module and one early in the summer term. Generally, Year 1 modules are assessed by 33% coursework and 67% exam. The exceptions to this are BS141, BS142, BS152 and BS156 which do not have written summer exams. Details of the assessments for these modules are in the Module Handbooks. To proceed to the second year, you must obtain a pass (40%) in all modules (there are additional requirements on some degree courses – see Section 4.1 Rules of Assessment).

Exams

For most modules, the exam mark is derived from the summer exam mark (worth 50%) and the MCQ (multiple choice question) mark (worth 50%). MCQs are 50 minute exams, held in weeks 15 and 30. Each MCQ will comprise questions covering all the material of the module. These are designed to assess your retention of module material and your grasp of fundamental concepts. They also give you and staff a rapid assessment of your performance during the term. Each correct answer will be worth one mark. Incorrect or unanswered questions score zero. These MCQs will be carried out online. At the end of the summer term all modules except BS141, BS142, BS152 and BS156 will be examined by a series of formal one hour exams, composed of a series of compulsory short questions and a single long-answer (essay) section.

Lectures

Lectures will provide you with the basic information but you should not expect your lecture notes always to provide you with a complete, understandable account of the subject. You should be prepared to supplement them by reading recommended textbooks and scientific articles and working this information into the framework that the lecturer has given. Evidence of additional reading will help you to obtain high exam marks. Lecturers do not necessarily follow textbooks closely, so it is only by going to lectures that you can obtain the framework for the course. Lectures give a framework of material and of explanations of a topic and

should stimulate your interest. They are not expected to include all material or to give complete understanding. Material needs to be consolidated by additional reading/additional notes (this is part of what we call 'student managed learning'). Exam answers require factual recall and understanding and evidence of reading.

Requirements of a Good Set of Notes

Lecture notes should provide a comprehensive, comprehensible and inviting guide for future private study/revision. In conjunction with module objectives they should tell you: what you need to know, what level of detail is required, what particular themes, comparisons, connections are important, where you have particular difficulties/weaknesses and where you may need to concentrate your study. Your notes should be sufficiently well organised that you can find your way round them/understand them at some later date. So, in lectures take NOTE (i.e. listen, be selective, think) as well as taking notes. Concentrate on points being emphasised, principles/themes being described/explored and on following the thread of arguments. Factual details are easily obtained later.

Make the process as active as possible; put your stamp on the material. Use headings, so you can see how the lecture is constructed and so it is easy to find your way around material. Use colour, use abbreviations. Develop system of shorthand signs to mark material e.g. ?? don't understand; + told to read about this; λ missed something; → to indicate connections; and underline to indicate something stressed as important. Write on one side of the page only so there is a blank page opposite to add in relevant extra material. The key to efficient use of lecture notes is to get actively involved with them on several different time scales. Stashing them away until two weeks before the exam is not a good strategy and neither is a passive copying up of your notes in neat form.

As soon as possible after a lecture:

- 1) Read through notes while still fresh in your mind e.g. the same day.
- 2) Add headings, define abbreviations, insert symbols as above to clarify your notes.
- 3) What did I learn from this lecture? Summarise in writing at the end the key points covered, use a list of key words or a flow diagram which shows the structure of the lecture.
- 4) Try and sort out which objectives have been covered and note them down at the start or end of your notes. This need only take 5-10 mins but actively involves you in the information which helps your memory and gives you an overview of where this lecture was going, how it relates to the last and to the next lecture.

Before the next lecture:

- 1) Try to sort out (at least in outline) any major points you have not understood in the previous lecture. The next lecture may assume an understanding/knowledge of the previous one.
- 2) Read a simple account in the textbook of the point(s) involved, possibly adding useful key points to your notes in the correct place on the blank sheet opposite.
- 3) Take your last lecture notes to the next lecture and read your summary before the lecture starts.
- 4) Compose any questions that you might have to the lecturer teaching the course.

Sometime later e.g. during weekends/vacations:

- 1) Systematically work through your notes consolidating material and adding to or expanding on notes on the blank sheet opposite. Use the textbook to fill in details or for alternative ways of explaining points/expressing ideas.

- 2) Make summaries of topics in words or flow diagrams. Make mind-maps (spider diagrams) to show connections and to highlight themes, comparisons etc. Add these to your notes. Insert any relevant ideas, facts from practical work.
- 3) Cross reference lecture material to course objectives, checking off whether you think you can meet the objectives.
- 4) Explore connections between modules. Modules are not stand alone and are integrated at various different levels.

Practicals

For practicals where you are sub-divided into groups please ensure that you stay within the group number that you are allocated and check the timetable to ensure that you attend the correct practical sessions. Practical sessions are designed to complement and supplement the lectures. They may be used to illustrate or explore a topic covered in a lecture, to familiarise you with a particular practical technique, or both. They are also used to develop your skills in accurate observation, clear recording of data, presentation of results in an appropriate fashion and the interpretation of these results in the form of a written report. The problems of the design of experiments and of sampling programmes will be introduced and there will be considerable emphasis on the use of statistics in the analysis of data. Computers will be available for your calculations and also for carrying out simulations of biological and biochemical processes. Statistical analysis of data can be carried out in computer labs on the University campus.

In most module handbooks there is a schedule of instructions for each practical within that module. Read it before the session so that you know what you are doing and why you are doing it. A clear idea of the basic rationale can save a great deal of time and reduce errors during the actual practical.

You will be expected to produce a report of your practical work and/or complete a worksheet either during/after the practical. The schedule should make it clear what form the report must take. Comprehensive guidelines for writing reports can be found in this Undergraduate Handbook and will be covered in module BS141 or BS142. Briefly, you should write up the practical as it proceeds with all data, drawings and observations recorded in their final form during the practical. Do not make 'rough' notes, sketches, etc., to be copied up later; you may find that you cannot understand them or have forgotten essential details and that there is no one around to ask. For reports in 'scientific paper format' (see section 5.3) the written interpretation and discussion of your results can be done after the practical although it makes sense to think about it during the practical, when help is available. Once again, complete this part of each practical while the details are still fresh in your mind.

Tutorials

A tutorial consists of a small group of students with a member of staff. Sports and Exercise Science and Sports Performances and Coaching students will also have individual tutorials. The aim of the tutorial programme is to develop intellectual, study and transferable skills using sports science, biological or biochemical material as a context. Tutorials provide valuable instruction and are a critical part of your preparation for the second and third years. Details of the tutorial programme are given in the BS141 and BS142 Module Handbooks. Tutorials enable students to develop a relationship with their personal tutor which will be maintained during their years of study and allow personalised advice, support and academic references to be provided. Do not waste this opportunity by failing to attend.

Text Books

All first year texts have been classified as 'essential' or 'additional'. You should acquire copies of the essential texts (or share with a friend) and you may consider acquiring some of the additional texts. All recommended books are available from the University Library and multiple copies of the essential texts are held in both the short loan and open sections of the library. Remember that you may not get immediate

access to these books at times when there is great demand for them, such as just before a deadline for handing in work or at exam time.

Students studying Sports and Exercise Science are recommended to acquire a copy of Fundamentals of Anatomy & Physiology with Mastering A&P, Global Edition 10th Edition. Frederic Martini, Judi Nath, Edwin Bartholomew. ISBN 9781292057606.

Students studying all other courses are required to acquire a new copy of Campbell BIOLOGY 10th edition by Reece JB, Urry LA, Cain ML, Wasserman SA, Minorsky PV, Jackson RB, Campbell NA. (2015) Pearson, USA.

The relevant book is an **essential text required for online assessments** and is available in the Waterstone's Campus Shop. New textbooks with an unused code intact also provide access to valuable online resources for consolidation of your lecture material and for revision. Further essential general texts will be needed, depending on your degree course.

Module-Specific texts:

Each module handbook contains details of key module-specific texts, all of which are available in the University Library. Generally essential module-specific texts are of value to more than one module and will be used in the second year. You do not need to buy the additional texts, but you should refer to them and you may want to buy the ones that are relevant for your chosen second year degree course.

If you are considering buying additional or alternative textbooks, especially if they are costly, we advise you to speak to your module lecturer first; some texts are unsuitable, unreliable or outdated. Second-hand copies of textbooks can sometimes be purchased from Second and Third-Year students: watch the School notice boards. However, if you are buying second-hand books, check that they are not old editions – some subjects progress quickly and information soon becomes out of date. A syndicate of students can often buy an expensive text, sharing the cost.

YEAR 1 STRUCTURE FOR 2016-2017

● = compulsory module

○ = optional module

Degree course codes

BCH = Biochemistry

BMS = Biomedical Science

GEN = Genetics

BS = Biological Sciences

MB = Marine Biology (includes students on the 4 year integrated Masters course)

SES = Sports and Exercise Science

SPC = Sports Performance and Coaching

Term codes (indicates which term/s the module is taught in)

AU = Autumn term

SP = Spring term

AP = Taught across the autumn and spring terms

FY = Taught across the full academic year

Code	Credits	Term	Module Title	BCH	BMS	GEN	BS	MB	SES	SPC
BS101	15	AU	Molecular Cell Biology	●	●	●	●			
BS102	15	SP	Genetics and Evolution	●	●	●	●	●		
BS104	15	SP	Microbiology	●		●	●	●		
BS111	15	SP	Plant Biology and Ecosystems				●	●		
BS112	15	AU	Marine Ecology				○	●		
BS113	15	AU	Animal Behaviour and Ecology			○	●	●		
BS114	15	SP	Marine Biology Field Skills					●		
BS131	15	AU	Biochemistry of Macromolecules	●	●	●	○			
BS132	15	AP	General and Organic Chemistry	●	●	●				
BS133	15	SP	Inorganic and Physical Chemistry	●		○				
BS141	30	FY	Scientific and Transferable Skills for Biosciences	●	●	●	●	●		
BS142	30	FY	Professional Skills in Sports and Exercise Science 1						●	●
BS152	15	SP	Biomechanics						●	●
BS153	15	SP	Principles of Nutrition and Metabolism						●	●
BS154	15	AU	Sport and Exercise Psychology						●	●
BS155	30	AP	Anatomy and Physiology		●				●	●
BS156	15	AU	Introduction to Sports and Exercise Science						●	
BS157	15	AU	Introduction to Coaching							●

All students will take a total of 120 credits in Year 1. All the modules in Year 1 are worth 15 credits except BS141, BS142 and BS155 which are worth 30 credits each. All Year 1 Biological Sciences modules are core, which means that you must pass all the modules before you can progress to Year 2. The School reserves the right to change or withdraw modules as necessary.

Appendix 2: Guide for Second Year Students

Year Organisers:

Dr Phil Reeves

Biological Sciences (BS)

Biochemistry (BCH)

Genetics (Gen)

Dr Tom Cameron

Marine Biology (MB)

Biological Sciences (BS)

Dr Louise Beard

Biomedical Science (BMS)

Dr Valerie Gladwell

Sports and Exercise Science (SES)

*Sports Performance and Coaching
(SPC)*

General Information

This year is important not only because the marks count towards your final degree class but also because the knowledge and understanding of the subject material which you gain will form an essential basis for your third year modules. In addition, developing and improving your key skills and study skills this year will yield great benefits in your final year and future career.

In the second year you will find that you have fewer contact hours in lectures and practicals. This is because you are expected to spend more time in private study to complement your lectures and in completing the coursework for each module. You will not be able to do this work to an acceptable standard if you spend less than 40 hours per week on your studies.

Private study comprises the student managed learning which you will find referred to in module handbooks. It includes reading to consolidate, understand and extend lecture material in preparation for the summer exams, directed learning, preparing and producing assessed coursework, reading through practical details before the practical, writing up practical work, preparing for classes and revision for exams. Evidence of additional reading as directed by your Module Supervisor is essential if you wish to obtain good marks in essays and exams.

To be successful this year you will need to organise, plan and prioritise your work. Deadlines for all practical and other coursework associated with each module will be found in each module handbook. In allocating your time to different components of your work you should bear in mind their assessment value (see individual modules' handbooks) and plan to use your time in the most efficient way. An important point here relates to the end of year exams, which, for the majority of modules are the single most important component in terms of assessment. A common fault is to spend too much time on preparing assessed coursework and practical reports during the year and thus leaving preparation for the exams until it is too late. Staff regularly complain that exam answers show evidence of patchy revision and lack of detail!

Professional Skills and Career Development

All students undertake practical work to develop their subject-related skills (for example laboratory or field work) which is completed at the end of the spring or summer term of Year 1 or during the summer vacation. Additional career development and professional skills learning will be undertaken either as part of the same module, or a separate module during Year 2. These modules are assessed by coursework only.

Subject Modules

Just as in your first year, lectures in second year are an important place for you to learn about the subject. You should note that there is a strong, positive correlation between lecture attendance and exam performance, so you should make sure that you attend lectures. However lecture notes alone will not be enough to enable you to do well in coursework and exams because, in second year, there is an increased emphasis on independent learning by you. One of the aims of the second year is to encourage you to develop the ability to study and learn on your own. To achieve this, each module will have some material designated for directed learning, that is, material which you have to seek out, study and learn.

Directed learning

Details will be given in the module handbook and part of a lecture may be given over to explaining what you have to do. You should be provided with a list of the relevant objectives and an outline of the topic(s) to be studied, along with guidance which should include sources of relevant information. The directed learning component of each module should be supported by a one hour class in one of the timetabled slots; this class can be used to resolve any problems with the material that you have encountered. This directed learning component is a vital preparation for your third year, where there is even more emphasis on independent learning; there, lectures tend to give the outline of the topic and you will be expected to read widely and research the detail. In the context of exams, material dealt with in the directed learning component is treated in exactly the same way as normal lecture material.

Data analysis and interpretation

The ability to analyse and interpret scientific data, especially in a quantitative manner, is an essential part of your scientific training and there is a compulsory question involving these skills in all second year exams. To prepare you for this all modules will include data analysis examples; these may form part of the formal lectures, the directed learning or the assessed coursework. There may also be classes to discuss these examples. As well as preparing you for the examination questions, working through these examples will give you a deeper understanding of the underlying theoretical basis of the subject.

Practical sessions

Practical sessions are an integral part of each module and aim to provide you with training in a range of techniques relevant to that module. Practicals also serve to illustrate or to elaborate on important biological ideas and to develop a range of key skills in, for example, data presentation, analysis and interpretation, numeracy, and communication. Practicals are assessed as part of the module coursework. When in the lab you should keep a record of your lab work (i.e. what you did, modifications to schedule, results, etc.) in a lab book. It is good laboratory practice to do this and an important training for your final year project.

Coursework

Each subject module has assessed practical work and coursework, which combined constitute 50% of the mark for the module, while the remaining 50% are awarded by the exam mark. This work should encourage you to study course material during the course, enable you to monitor your progress throughout the year (particularly in relation to your understanding and grasp of the module material). The marks count towards your overall year mark. The details of what is involved should be made clear to you in the module handbook but clearly, the exact mix of the different types of coursework which you will do depends on your course and your choice of modules. You should study the Objectives Assessed, Assessment Criteria and Marks Classification on the coversheet to understand and implement the requirements for the desired mark.

Your marked coursework is stored safely on FASER. Use it to:

- (a) check, when you are e-mailed your marks by the Undergraduate Office, that these have been correctly entered into University system.
- (b) help with revision.
- (c) University regulations state you should keep your work until six months after you graduate, in case you want to appeal against your final degree result.

External Examiners

One of the roles of the External Examiners is to comment generally on the standards of marking and performance. To facilitate their work, coursework will be scrutinised on FASER

Exam Paper Format

The paper for each module will be a 2 hour paper consisting of two sections each carrying equal marks:

- Section A (weight: 50%). Short questions, which may cover the breadth of the module, and may involve description, explanation, calculation or the analysis and interpretation of data. Short questions are not required to carry equal weight and will not exceed five in number BUT AT LEAST 20% of this section will be allocated to questions involving the analysis and interpretation of data.
- Section B (weight: 50%). Essays: Choice of one question out of three.

A limited number of modules may have a slightly modified exam format. Further information and sample papers will be made available during the year for those students affected.

Importance of Year 2 Marks

Your performance in your Year 2 modules counts towards your degree. The overall second year mark you obtain (usually weighted at 40%) is combined with your overall third year mark (weighted at 60%) to give a degree mark. It is therefore essential that you do not become complacent in Year 2 and that you appreciate the importance of doing well in all your Year 2 modules in order to give yourself the best opportunity to obtain a good degree. For a full explanation of how award classifications are calculated you should refer to the Rules of Assessment on the Registry web pages: www.essex.ac.uk/dsh/ugrulesofassessment

Field courses

Students doing a degree in Marine Biology have a compulsory field course (BS303), based in Essex at the end of the summer term in year 2. In addition there are optional field courses: BS256 in the Easter vacation of year 2 and BS307 in September before the start of final year. Details of the organisation and timetabling of these modules will be made available nearer the time. **Please do not book any holidays or trips away from campus until you have been told the exact dates of these courses.**

Final Year Projects (BS832 only)

Students on BSc Marine Biology or Biological Sciences courses may be allowed to undertake part or all of their final year research project practical work during the summer between second and final year. To do this you would need to show that (a) the project involves field work (or work at an external organisation) that needs to be undertaken over the summer (b) you have a member of University of Essex academic staff willing to act as a supervisor (c) you have a clear plan and timetable of how and when the work will be undertaken, and the required risk assessments, all of which have been approved by the project supervisor.

All of these issues have to be addressed by week 29, so if you wish to do project work over the summer then you will need to think about it well in advance. A meeting will be scheduled in week 16 to go through some of the logistics relating to arranging to undertake summer project work. For further information contact the BS832 Module Supervisor, Dr Alex Dumbrell.

YEAR 2 STRUCTURE FOR 2016-2017

- Compulsory modules ○ Optional modules
 † Must take either BS211 or BS215 AND BS257

Degree course codes

BCH = Biochemistry
 BMS = Biomedical Science
 GEN = Genetics
 BS = Biological Sciences
 MB = Marine Biology (includes students on the 4 year integrated Masters course)
 SES = Sports and Exercise Science
 SPC = Sports Performance and Coaching

Term codes (indicates which term/s the module is taught in)

AU = Autumn term
 SP = Spring term
 AP = Taught across the autumn and spring term
 FY = Taught across the full academic year
 SU = Summer term/vacation of Year 1

Code	Term	Module title	BCH	BMS	GEN	BS	MB	SES	S
Number of optional modules to be chosen:			0	0	4	6/7†	4	3	
BS211	FY	Biomolecular Science: Skills and Employability	●		●	●†			
BS214	FY	Biomedical Science: Practice and Employability		●					
BS215	SU	Environmental Biology and Ecophysiology Field Course				●†			
BS216	FY	Professional Skills in Sports and Exercise Science 2						●	
BS220	AU	Human Genetics		●	□				
BS221	AU	Molecular Biology: Genes, Proteins and Disease	●	●	●	□			
BS222	AU	Genome Science	●		●	□			
BS223	SP	Immunity in Health and Disease		●	□	□			
BS225	AU	Cell Biology	●		●	□			
BS228	SP	Metals in Biology	●		□				
BS229	AU	Membrane Biology and Bioenergetics	●		□				
BS230	SP	Proteins and Macromolecular Assemblies	●		□				
BS231	SP	Computational Data Analysis: R for Life Sciences			□	□			
BS232	SP	Metabolism	●		□	□			
BS234	SP	Plant Molecular Physiology and Genetics			□	□	□		
BS235	SP	Medical Microbiology		●					
BS236	AU	Haematology and Blood Transfusion Science		●					
BS237	AU	Clinical Biochemistry		●					
BS238	SP	Cell Biology and Cellular Pathology		●					
BS241	SP	Ecology: Populations and Communities				□	□		
BS243	SP	Biodiversity and Conservation				□	□		
BS251	AU	Marine Biodiversity				□	●		
BS253	AU	Microbial Diversity and Biotechnology			□	□	□		
BS254	AU	Marine Vertebrates				□	●		
BS255	SP	Coral Reef Biology				□	□		
BS256	SP	Tropical Marine Field Research Skills				□	□		
BS257	FY	Professional Skills for Ecological and Marine Scientists				●†	●		
BS263	AU	Energy for Exercise						□	
BS271	SP	Exercise Physiology						●	
BS272	AU	Sports Injuries and Exercise Rehabilitation						□	
BS273	SP	Health and Lifestyle						□	
BS274	AU	Applied Biomechanics and Movement Analysis						●	
BS275	SP	Sport and Performance Psychology						●	
BS276	SP	Training Techniques and Assessment of Athletes						□	
BS278	SP	Psychology of Coaching							
BS279	Au	Coaching Science							

Appendix 3: Guide for Final Year Students

Final year makes the largest contribution to your degree class and it is important to perform well to achieve the outcome that reflects your ability. Some students will aim to maintain the high standards they achieved in second year while others may be attempting to improve on their results. In some cases a strong performance in final year may be able to raise your outcome to a higher degree class. You may want to familiarise yourself with the Rules of Assessment (www.essex.ac.uk/dsh/ugrulesofassessment) to calculate your likely result.

Research Project

Crucial to your success will be your individual research project. Because your research project does not appear on your timetable (with the exception of compulsory seminars through the year) it may appear that you have a lot of 'free time'. Clearly this is not the case, and you are expected to take more personal responsibility to organise your reading and study for all modules, as well as spend time planning your project work, analysing data and writing your report. Ensure you prepare well for every meeting with your supervisor and before each session of lab work so you can get the maximum out of these opportunities. Remember you may be asking your supervisor to write references for you so you will want to demonstrate qualities that employers value.

Issues, Field Course and Coursework Only Modules

These coursework only modules require you to organise other work around your research project commitments. Remember that final year assessments demand a greater level of independent research, originality and critical analysis than was expected in previous years. The assessments are highly weighted and you must spend sufficient time researching, planning, drafting and rewriting to do well.

Lecture Modules

Final year lecture modules are usually assessed by examination only. However, there are a few exceptions. Final year examination papers are sat in the summer exam period. Three questions must be answered, including a compulsory data analysis and interpretation question and two essay-style questions (from a choice of four in total). The three questions have equal weighting. In final year examinations students are expected to show a greater depth of knowledge and understanding than in previous years. To achieve the highest marks complete answers showing accuracy, detail and evidence of additional reading are expected. This cannot be left until after your project work is completed! You need to keep up with background reading and study throughout the year.

Students would not normally take more than one lecture module assessed by coursework only during final year (with the exception of sports science). It is challenging to complete the assessments during the year while also giving sufficient attention and time to research project work. Planning and organisation are key to balancing these commitments without compromising your results. Students should be aware that these modules are designed to be as challenging as other lecture modules and should not have unrealistic expectations of their likely results based on coursework marks achieved in second year.

Modules based in other Departments may have additional types of assessment.

Planning for your Future

At the start of your final year you should take time to reflect on your plans for further study, training or employment when you graduate. Set yourself targets during this year to help you to achieve your goals for the next stage of your career. For example, you might need to incorporate deadlines for applications to graduate training programmes, or closing dates for PhD studentship applications. Make good use of the advice offered by your supervisor and the Employability and Careers Centre.

FINAL YEAR STRUCTURE FOR 2016-2017

- Compulsory modules □ Optional modules
 * or # Must take one of these modules

Degree course codes

BCH = Biochemistry
 BMS = Biomedical Science
 BS = Biological Sciences
 GEN = Genetics
 MB = Marine Biology
 SES = Sports and Exercise Science
 SPC = Sports Performance and Coaching

Term codes (indicates the term/s in which the module is taught)

AU = Autumn term
 SP = Spring term
 AP = Taught across the autumn and spring terms
 FY = Taught across the full academic year
 SU = Summer term/vacation of Year 2

Code	Term	Module title	BCH	BMS	BS	GEN	MB	SES	SPC
Number of optional modules to be chosen:			3	4	4	3	3	4	
BS831	FY	Research Project (Biomolecular Science)	●	●	●#	●			
BS832	FY	Research Project (Ecological and Marine Sciences)			●#		●		
BS837	FY	Research Project (Sports Science)						●	●
BS303	SU	Estuarine and Coastal Ecology Field Course			□		●		
BS304	AP	Issues in Biomolecular Science	●		●*	●			
BS306	AP	Issues in Biomedical Science		●					
BS307	SU	Oceanography and Marine Conservation					□		
BS312	AU	Bioinformatics	□	□	□	□			
BS314	AU	Structural and Molecular Enzymology	●						
BS317	SP	Rational Drug Design	□	□					
BS318	AU	Advanced Medical Microbiology		□					
BS320	SP	Human Molecular Genetics	□	□	□	●			
BS323	SP	Plant Biotechnology			□	□			
BS326	AU	Molecular and Developmental Immunology		□	□	□			
BS327	AU	Cell Signalling	□	□	□	□			
BS344	SP	Pollution: Impacts and Management			□		□		
BS346	AU	Conservation Management and Practice			□		□		
BS349	AU	Cancer Biology	□	□	□	□			
BS350	SP	Mechanisms of Neurological Disease	□	□	□	□			
BS352	AU	Freshwater Ecology			□		□		
BS354	SP	Fisheries Ecology			□		●		
BS370	AU	Human Performance in Extreme Environments						□	
BS371	AU	Nutrition and Drugs in Sports and Exercise						□	●
BS374	SP	Movement Analysis						□	
BS375	SP	Applied Sports Psychology						□	●
BS376	AP	Issues in Sports and Exercise Science						●	
BS377	AU	Sport, Exercise and The Self						□	
BS378	AP	Strength and Conditioning							●
BS379	SP	Performance Analysis							●
PS489	SP	Animal Behaviour			□	□	□		
PS490	SP	Evolutionary Psychology			□	□			

Appendix 4: Information for Sports Scholarship Students

The School has arrangements in place to support Sports Scholarship students in managing absences from teaching, scheduled assessment events and exams. All Sports Scholarship students will be allocated a Mentor (Dr Valerie Gladwell) with whom they will be required to meet at least once a term to address issues relating to timetabling, coursework and examinations.

- Training - Sports Scholarship students may be required to attend training weeks/preparation camps prior to competitions. Only national level training pertaining to National Governing Body team training or TASS/World Class training would be deemed to fall under this category (i.e. not club training). The Sports Scholarship student should notify their Mentor of these events in advance and discuss any work affected, particularly coursework and examinations.
- Competitions – Sports Scholarship students may be required to participate in competitions during term time. Only British Universities and Colleges Sport (BUCS) events, essential qualification events, national, international and Olympic sporting events would be deemed to fall under this category. The Sports Scholarship student should notify the Mentor of these events in advance and discuss any work affected, particularly coursework and examinations.