Department of Biology & Biochemistry

UNIVERSITY OF
BATH

Honours degrees in:
Biochemistry
Biology
Biomedical Sciences
Molecular and Cellular Biology

Undergraduate Programme Handbook
2020-21

CONTENTS

ABOUT THIS HANDBOOK

This is the 2020-21 Handbook for students in the Department of Biology & Biochemistry.

The contents of this Handbook are accurate at the time of publication (November 2020) but information contained within may sometimes be subject to change after this Handbook has been issued.

The Important Links and Information section of this Handbook includes links to information online about both the topics covered in this Handbook and other key topics. It is important that you familiarise yourself with the online information as well as the contents of this Handbook.

In August 2020 we wrote to you to explain how your programme has been adapted in response to COVID-19 safety measures and our 'Bath Blend' approach to learning and teaching for academic year 2020/21.

Information about the structure of your programme (which units you take when, which units are compulsory etc), as well as key unit information (including learning outcomes, synopsis and assessment), for the upcoming academic year can be found online in the Unit and Programme Catalogues (see **Unit and Programme Catalogues** in this Handbook and www.bath.ac.uk/catalogues). You will also receive details about unit content and assessment via the University's online learning environment, Moodle.

You will be informed, normally by your Director of Studies or Unit Convenor, of any further changes that will affect your programme or a unit. See also **Unit and programme changes 2020/21** in this Handbook.

You will be informed via announcements if any services offered by the University will need to be changed as a result of changing circumstances during 2020/21.

While this Handbook signposts information about regulations for students, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: http://go.bath.ac.uk/regulations and Assessment Regulations: www.bath.ac.uk/corporate-information/new-framework-for-assessment) are the most up-to-date and take precedence over the contents of this Handbook. It is your responsibility to take the time to familiarise yourself with the Regulations.

If in doubt about what applies to you, or if your circumstances change (for example if you are returning from a suspension of study, or transferring to a different programme) please contact your Director of Studies for advice: MCB - Dr Chris Todd; Biomedical Sciences - Dr Alex Jeffries; Biology - Dr James Doughty; and Biochemistry - Dr Susan Crennell, see below for contact information

IMPORTANT LINKS AND INFORMATION

UNIVERSITY INFORMATION ONLINE

This Handbook is an accompaniment to important information available to all students on the University's website. It is expected that you will familiarise yourself with the online information signposted below.

If you cannot find the information you are looking for in this Handbook or on the web please contact your Director of Studies in the first instance.

SUPPORTING YOU

Student Support Services
https://www.bath.ac.uk/professional-services/student-services/

SU Advice and Support Service
www.thesubath.com/advice

Equality, Diversity and Inclusion
https://www.bath.ac.uk/professional-services/equality-diversity-and-inclusion/

Advice for specific groups of students:
International students
www.bath.ac.uk/topics/visas
www.bath.ac.uk/guides/student-immigration-appointments-and-drop-in-sessions
www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student
www.bath.ac.uk/guides/academic-engagement-monitoring-for-tier-4-students
Care-leavers
https://www.bath.ac.uk/publications/university-and-leaving-care/
Estranged students
https://www.bath.ac.uk/publications/university-and-estranged-students/
Refugees
https://www.bath.ac.uk/publications/university-and-refugees/
Students with caring responsibilities
https://www.bath.ac.uk/publications/university-and-young-adult-carers/

Pregnancy and maternity
https://www.bath.ac.uk/guides/getting-advice-if-you-are-pregnant-while-studying-or-have-a-young-child/

CORE UNIVERSITY SERVICES / INFORMATION

Dissatisfaction with a University service or facility (Complaints)
www.bath.ac.uk/guides/student-complaints-policy-and-procedure

Health and Safety
www.bath/ac/uk/guides/student-health-and-safety
Be Safe on Campus information (COVID-19)
https://www.bath.ac.uk/campaigns/be-safe-on-campus-and-in-bath-during-the-covid-19-pandemic/

Library and Study Spaces
https://library.bath.ac.uk/home
www.bath.ac.uk/campaigns/where-you-can-study-on-campus-and-in-the-city

Skills Support and Development
http://go.bath.ac.uk/my-skills
www.bath.ac.uk/campaigns/get-ahead-with-skills-at-bath

Learning Technologies & IT Support
https://www.bath.ac.uk/professional-services/digital-data-and-technology/

Careers Service
www.bath.ac.uk/professional-services/careers-service

Data Protection
www.bath.ac.uk/guides/data-protection-guidance

Bullying, harassment and victimisation
https://www.bath.ac.uk/campaigns/report-and-

Disabilities, long-term illness, and specific learning difficulties
http://go.bath.ac.uk/disability-service

SUPPORTING YOUR LEARNING

Your Learning
www.bath.ac.uk/guides/your-learning
Bath Blend
Glossary
Year Dates and Timetables

Regulations for students
http://go.bath.ac.uk/regulations

Registration
www.bath.ac.uk/guides/registering-with-the-university

Withdrawing from or suspending your studies
www.bath.ac.uk/guides/suspending-your-studies-or-leaving-the-university

Placements
http://go.bath.ac.uk/placements-information-for-students

Personal Tutoring
www.bath.ac.uk/guides/personal-tutoring

Units and Programmes
www.bath.ac.uk/guides/about-units-and-programmes
Catalogues
Option choices
How your programme is reviewed and monitored

Student Representation and Engagement
www.bath.ac.uk/campaigns/student-engagement-shape-your-university

support/

SU Code of Practice and membership
www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su

Assessment
www.bath.ac.uk/guides/assessment-guidance-for-students
Assessment processes
Understanding your results
External examiners
Supplementary assessment

Academic Integrity
www.bath.ac.uk/campaigns/academic-integrity-training-and-test

Assessment Regulations
www.bath.ac.uk/corporate-information/new-framework-for-assessment
Definitions of assessment terms

Individual Mitigating Circumstances
www.bath.ac.uk/guides/reporting-individual-mitigating-circumstances-to-the-university

Academic Appeals
www.bath.ac.uk/guides/appealing-against-an-academic-decision

HEAD OF DEPARTMENT WELCOME 2020/21

It is a pleasure to welcome you as a new undergraduate to the Department of Biology and Biochemistry. The aim of this handbook is to provide you with useful information about the University and the Department and to provide a guide to your chosen degree course. In future years you should look at the online version of this handbook on the Department of Biology and Biochemistry (Undergraduate) Moodle course for the most up to date information:
http://moodle.bath.ac.uk/course/view.php?id=1732.

The academic structure of the University is based on Departments, each of which is part of a Faculty. The Department of Biology and Biochemistry is within the Faculty of Science. The Department comprises some 45 members of academic staff who teach the BSc and Master's degree programmes in Biochemistry, Biology, Biomedical Sciences, and BSc in Molecular and Cellular Biology (MCB), and provide some teaching for the Natural Sciences, Pharmacy, Pharmacology, Psychology and Sports and Exercise Science degree programmes. We also offer MSc and PhD programmes within the Department. The academic staff are supported by teams of administrative and technical staff. The current *Head of Department* is **Professor David Tosh.**

The key staff members whom you are most likely to come across in the course of your studies are detailed below and a list of Department staff with their email addresses, office location and telephone numbers can be found below. If you wish to see a member of academic staff outside of normal scheduled meetings you should contact them by telephone or email to make an appointment.

Director of Teaching
Responsibility for managing the undergraduate programmes offered by the Department is taken by the *Director of Teaching*, **Dr Chris Todd**. His responsibilities include the development of the curriculum and its delivery, the co-ordination of all units, including their assessment and online evaluation questionnaires and student support issues.

Director of Studies
The *Director of Studies* is the appropriate person to consult on degree scheme issues, including change of programme of study, the requirements for proceeding to the next stage, suspension and discontinuation of registration, submission of mitigating circumstances report forms and other related matters. For MCB the Director of Studies is **Dr Chris Todd**; the Director of Studies for Biomedical Sciences is **Dr Alex Jeffries**; the Director of Studies for Biology is **Dr James Doughty**; and the Director of Studies for Biochemistry is **Dr Susan Crennell**.

Your Personal Tutor
At the start of the course you will be assigned a *Personal Tutor*. Your Tutor acts as your personal official link with the University and as someone with whom you can confidentially discuss any problem that has arisen, be it academic, financial or personal. It is suggested that you contact your Personal Tutor for advice on any circumstances which might be affecting your studies. For First years, your Personal Tutor should arrange to meet with you on at least three occasions in your first semester and at least once per semester thereafter.

Your tutor will be able to give academic advice and may suggest that you seek advice from another member of staff, such as a member of the Academic Skills Centre (ASC), a member of Mathematics and Statistics Help (MASH), Director of Studies, Senior Tutor or the Convenor of a particular unit. During the course of your studies there are a number of mandatory meetings with your tutor to undertake assessments, etc. It is in your interest to keep in good contact and see your Tutor at other times too.

For financial and personal matters, your Tutor may suggest that you contact the Student Services Centre for detailed support and guidance.

Senior Tutor
The *Senior Tutor* for the Department is **Dr Stefan Bagby** and he oversees the operation of the Personal Tutorial System (see page 30). If you wish to transfer to a different Personal Tutor please contact the Senior Tutor who will the matter with you and seek a resolution.

Women's Tutor
Specific additional support within the Department is provided in the form of the *Women's Tutor*, **Dr Susan Crennell**, who can be approached to discuss issues of a sensitive nature that you may feel unable to discuss with your Personal Tutor.

International Student Tutor
Additional support for students who are not UK nationals can be provided by the *International Student Tutor*, **Dr Keith Vance**.

Lecturers and Unit Convenors
There are many different people with overlapping responsibilities for your teaching programme. Your most immediate point of contact is with the individual lecturer responsible for a teaching activity. Units sometimes involve several lecturers and in this case one is designated as the Unit Convenor, responsible for the whole series. (If only one lecturer is involved, he/she is also convenor of that unit.) If there are any difficulties with a particular teaching activity, this is the person you should consult. If there are many similar problems, he/she may organise additional support, perhaps through Moodle or *via* direct contact. All Unit Conveners can be found on the Biology & Biochemistry departmental Moodle page.

KEY CONTACTS/STAFF LIST

Head of Department		
Prof D Tosh (bssdt@bath.ac.uk)	4S 0.01	X6532
Deputy Head of Department		
Prof A Murrell (amm95@bath.ac.uk)	4S 0.56	X3583
Director of Teaching (Director of Studies for MCB)		
Dr C M Todd (bsscmt@bath.ac.uk)	4S 0.15	X3134
Director of Studies for Biology		
Dr J Doughty (bssjd@bath.ac.uk)	3S 1.15	X3485
Director of Studies for Biochemistry		
Dr S Crennell (bsssjc@bath.ac.uk)	4S 0.26	X4302
Director of Studies for Biomedical Sciences		

Dr A Jeffries (bssacj@bath.ac.uk)	MS 1.12	X6263
Placement Tutor		
Dr Neil Brown (nab52@bath.ac.uk)	4S 1.53	X3540

Undergraduate Admin Team			
Contact the admin team office via bio-prog-admin@bath.ac.uk			
Programmes Officer	Teresa Buckley (bsstpb@bath.ac.uk)	4S 0.03	X3341
Programmes Administrator	Rachel Attenburrow (bio-prog-admin@bath.ac.uk or rja44@bath.ac.uk)	4S 0.03	X5425
Programmes Administrator Assistant	Lauren Hunter (bio-prog-admin@bath.ac.uk or lh2065@bath.ac.uk)	4S 0.03	X6407
Placements Admin Team			
Placements Officer	Esther Reeves (er402@bath.ac.uk)	WH 1.12	X6240
Placements Administrator	Helen Edwards (hce20@bath.ac.uk)	WH 1.12	X6240

Academic Staff		
Prof K R Acharya (bsskra@bath.ac.uk)	4S 0.29	6238
Dr S Bagby (bsssb@bath.ac.uk)	4S 0.28	6436
Dr N A Brown (nab52@bath.ac.uk)	4S 1.53	3540
Prof D R Brown (bssdrb@bath.ac.uk)	4S 1.46	3133
Dr Zoe Burke (bsszdb@bath.ac.uk)	4S 1.05	3715
Dr V Cevik (vc357@bath.ac.uk)	4S 1.50	6410
Dr L Cowley (lc2208@bath.ac.uk)	4S 1.06	3718
Dr S J Crennell (bsssjc@bath.ac.uk)	4S 0.26	4302
Dr E L Denham (eld49@bath.ac.uk)	3S 0.27	3424
Dr J Doughty (bssjd@bath.ac.uk)	3S 1.15	3485
Prof J van den Elsen (bssjmhve@bath.ac.uk)	4S 0.26A	3639
Prof E Feil (bssef@bath.ac.uk)	MC 1.13	3021
Dr S Gebhard (sg844@bath.ac.uk)	3S 1.18	6421
Prof M V Hejmadi (bssmvh@bath.ac.uk)	4S 0.48	3129
Dr D Henk (dah44@bath.ac.uk)	MC 0.22	4922
Dr V Hunt (bs1vlh@bath.ac.uk)	4S 1.08	3703
Prof L D Hurst (bssldh@bath.ac.uk)	MC 1.21	6424
Dr S Hussain (msh52@bath.ac.uk)	4S 1.32	6293
Dr A C Jeffries (bssacj@bath.ac.uk)	MC 1.12	6263
Dr B V Jones (bvj20@bath.ac.uk)	3S 0.28	4292
Prof R N Kelsh (bssrnk@bath.ac.uk)	4S 0.63	3828
Dr P Kover (pxk20@bath.ac.uk)	MC 0.19	5059
Dr M Laabei (ml418@bath.ac.uk)	4S 1.09	3178
Prof D Leak (djl36@bath.ac.uk)	4S 1.34	4309
Dr J Licchesi (jdfl20@bath.ac.uk)	4S 0.46	6287
Dr N Longrich (nrl22@bath.ac.uk)	MC 1.16	6261
Dr C Lyon (cl2255@bath.ac.uk)	4S 0.11	
Dr I MacArthur (mi386@bath.ac.uk)		
Prof J Mason (jm2219@bath.ac.uk)	4S 1.35	6867

Dr Nikolas Nikolaou (nn456@bath.ac.uk)	4S 0.42	
Dr H Nuetzmann (hwn25@bath.ac.uk)	MC 0.17	3128
Prof A Perry (acfp20@bath.ac.uk)	3S 0.26	6936
Dr A Preston (ap753@bath.ac.uk)	3S 1.16	6318
Dr N Priest (np253@bath.ac.uk)	MC 0.23	6401
Dr C Pudney (bs1cp@bath.ac.uk)	4S 0.39A	5049
Dr J Sero (js3408@bath.ac.uk)	4S 1.44	6036
Prof S Sheppard (sks70@bath.ac.uk)	MC 1.26	5046
Dr J Stewart-Cox (bssjea@bath.ac.uk)	4S 0.11	4829
Dr V Subramanian (bssvss@bath.ac.uk)	4S 0.67	6315
Prof T Székely (bssts@bath.ac.uk)	MC 1.23	3676
Dr T B Taylor (tt515@bath.ac.uk)	3S 1.01	4398
Dr Leslie Turner (lmt38@bath.ac.uk)	MC 0.18	5015
Dr A Urrutia (au207@bath.ac.uk)	MC 1.27	3414
Dr K Vance (kwv20@bath.ac.uk)	4S 0.60A	5106
Dr G Walko (gw594@bath.ac.uk)	4S 0.66	6261
Prof A Ward (bssaw@bath.ac.uk)	4S 0.64	6914
Dr P R Whitley (bssprw@bath.ac.uk)	4S 1.40	4278
Dr R Williams (rjw38@bath.ac.uk)	4S 0.45	6553
Prof M A Wills (bssmaw@bath.ac.uk)	MC 1.11	3504
Prof J Wolf (jbw22@bath.ac.uk)	MC 0.24	5012
Prof S Wonnacott (bsssw@bath.ac.uk)	4S 0.44	6391
Dr J Younger (jly26@bath.ac.uk	MC 1.17	4070

DEPARTMENTAL INFORMATION

UNDERGRADUATE OFFICE – 4 SOUTH 0.03

The Undergraduate Office is located in building 4 South (room 0.03) and is usually open from 09:00 to 17:00 on Mondays to Fridays. [NOTE: This academic year, due to social distancing requirements, it may be that the Office is not open, but all administrative staff will remain contactable by e-mail bio-prog-admin@bath.ac.uk.] The office is where all hard copies of coursework are submitted. [NOTE: This academic year, due to social distancing requirements, we will be using electronic coursework submissions only.] The staff in the Undergraduate Office will be able to answer many of your general course-related queries concerning timetables, examinations, unit options, placements, or, if not, will point you in the direction of someone who can.

Notice Boards and Pigeonholes

General information and notices specifically relating to particular parts of the courses (e.g. group lists for practical classes) may be posted on the notice boards (tbc in 2020-21) in the North foyer and on the first floor (adjacent to the Teaching Laboratories) of building 4 South, although usually group lists will be emailed to you and/or posted on Moodle. The Placements notice board is located on the ground floor of 4 South (tbc in 2020-21) and displays information about current placement opportunities. Placements information will also be available on placement specific Moodle courses. Personal messages and any personal mail which may have been delivered or re-directed to the Department will be left for you to collect in the student pigeonholes located towards the northern end of the central corridor of 4 South. It is important to check your pigeonhole and read the notice boards regularly.

Peer Mentoring Scheme ('Buddy scheme')
Under the peer mentoring scheme second and final year students act as peer mentors to the new first year students. The scheme puts you in touch with someone you can ask about any aspect of student life, whether you have queries on course-related topics or whether you are seeking advice on such things as accommodation, getting part-time work, Students' Union activities, etc. The scheme is entirely optional, but it will be assumed that you want to be involved and a peer mentor will automatically be allocated to you. An online Microsoft Teams get-together will be organised early in your first semester to introduce you to each other.

Lecturers and Unit Convenors
There are many different people with overlapping responsibilities for your teaching programme. Your most immediate point of contact is with the individual lecturer responsible for a teaching activity. Units sometimes involve several lecturers and in this case one is designated as the unit convenor, responsible for the whole series. (If only one lecturer is involved, he/she is also convenor of that unit). If there are any difficulties with a particular teaching activity, this is the person you should consult. If there are many similar problems, he/she may organise additional support, perhaps through Moodle or via direct contact. The convenors for the Year 1 units can be found below.

ABOUT YOUR PROGRAMME

The programmes are designed to allow students to understand, analyse, practice and evaluate the knowledge and skills of a range of biological areas. Those undertaking a professional training placement will also gain experience of application of their knowledge and skills in a professional context at the placement location.

PROGRAMME AIMS AND LEARNING OUTCOMES

BSc (Hons) Biology & BSc (Hons) Biology with Professional Placement

We aim to:

- offer a stimulating environment that will encourage students to develop their full academic potential
- instruct our students in ways of approaching and analysing problems, so that they can reach considered, creative, innovative and appropriate conclusions, and communicate these conclusions to others
- equip students with skills that are both of value to future employment in some area of biochemistry and transferable to other avenues of employment
- provide conceptual and factual knowledge of core aspects of biochemistry and supporting disciplines and explore the boundary of knowledge in selected areas

Learning Outcomes

Teaching, Learning and Assessment methods are employed that enable the learning outcomes to be demonstrated.

Knowledge & Understanding	- Demonstrate understanding of the fundamental concepts, principles and theories of modern biology - Illustrate a sound knowledge of the major areas of biology - Illustrate a knowledge, in a few areas of specialisation, of the current developments in biology

	• Demonstrate a level of knowledge and understanding sufficient to secure employment or enter and benefit from further instruction in biological sciences or related areas, through formal higher degree or vocational programmes In addition, students who have undertaken placement will be able to: • Demonstrate a knowledge and understanding of an area of professional practice
Intellectual skills	• Find and assimilate new information and address many kinds of problems using scientific methodology • Integrate and evaluate information and data from a variety of sources in order to gain a coherent understanding of theory and practice • Formulate and test hypotheses • Apply professional judgement to balance risks, costs, benefits, safety, reliability, aesthetics and environmental impact • Evaluate critically the evidence underlying current theories and hypotheses
Professional Practice skills	• Undertake competent, safe, evaluative, reflective and effective laboratory work • Analyse experimental results and determine their strength and validity • Able to act independently, with minimal supervision or direction, within agreed guidelines • Apply pedagogical knowledge to understand the processes underpinning biology and so be able to direct motivation in relation to learning and performance • Research and present accounts of currently active areas of some aspects of biology • Continue to learn through further training of a professional or equivalent nature
Transferable/Key Skills:	• Communicate effectively with a wide range of individuals using a variety of means • Work effectively individually or as part of a team • Utilise problem solving skills in a variety of theoretical and practical situations • Plan and organise their time to ensure that all tasks are completed and deadlines met • Learn in familiar and unfamiliar situations with open-mindedness and in the spirit of critical enquiry • Use computers for communication, data handling and word processing • Use creativity and innovation to solve problems

BSc (Hons) Biochemistry & BSc (Hons) Biochemistry with Professional Placement

We aim to:

- offer a stimulating environment that will encourage students to develop their full academic potential
- instruct our students in ways of approaching and analysing problems, so that they can reach considered, creative, innovative and appropriate conclusions, and communicate these conclusions to others
- equip students with skills that are both of value to future employment in some area of biochemistry and transferable to other avenues of employment
- provide conceptual and factual knowledge of core aspects of biochemistry and supporting disciplines and explore the boundary of knowledge in selected areas

Learning Outcomes

Teaching, Learning and Assessment methods are employed that enable the learning outcomes to be demonstrated.

Knowledge & Understanding	- Demonstrate understanding of the fundamental concepts, principles and theories of modern biochemistry - Illustrate a sound knowledge of the major areas of biochemistry - Illustrate a knowledge, in a few areas of specialisation, of the current developments in biochemistry - Demonstrate a level of knowledge and understanding sufficient to secure employment or enter and benefit from further instruction in biological sciences or related areas, through formal higher degree or vocational programmes In addition, students who have undertaken placement will be able to: - Demonstrate a knowledge and understanding of an area of professional practice
Professional Practical Skills:	- Find and assimilate new information and address many kinds of problems using scientific methodology - Integrate and evaluate information and data from a variety of sources in order to gain a coherent understanding of theory and practice - Formulate and test hypotheses - Apply professional judgement to balance risks, costs, benefits, safety, reliability, aesthetics and environmental impact - Evaluate critically the evidence underlying current theories and hypotheses
Transferable/Key Skills:	- Communicate effectively with a wide range of individuals using a variety of means - Work effectively individually or as part of a team - Utilise problem solving skills in a variety of theoretical and practical situations - Plan and organise their time to ensure that all tasks are completed and deadlines met - Learn in familiar and unfamiliar situations with open-mindedness and in the spirit of critical enquiry - Use computers for communication, data handling and word processing - Use creativity and innovation to solve problems

BSc (Hons) Biomedical Sciences & BSc (Hons) Biomedical Sciences with Professional Placement

We aim to:

- Offer a stimulating interdisciplinary environment that will encourage students to develop their full academic potential.
- Instruct our students in ways of approaching and analysing problems, so that they can reach considered, creative, innovative and appropriate conclusions, and effectively communicate these conclusions to others.
- Equip students with skills that are both of value to future employment in some area(s) of biomedical sciences and transferable to other avenues of employment.
- Provide conceptual and factual knowledge of core aspects of biomedical sciences and supporting disciplines and explore the boundaries of knowledge in selected areas.

Learning Outcomes

Teaching, Learning and Assessment methods are employed that enable the learning outcomes to be demonstrated.

Knowledge & Understanding	- Demonstrate understanding of the fundamental concepts, principles and theories of modern biochemistry - Illustrate a sound knowledge of the major areas of biochemistry - Illustrate a knowledge, in a few areas of specialisation, of the current developments in biochemistry - Demonstrate a level of knowledge and understanding sufficient to secure employment or enter and benefit from further instruction in biological sciences or related areas, through formal higher degree or vocational programmes
Intellectual Skills	- Find and assimilate new information and address many kinds of problems using scientific methodology - Integrate and evaluate information and data from a variety of sources in order to gain a coherent understanding of theory and practice - Formulate and test hypotheses - Apply professional judgement to balance risks, costs, benefits, safety, reliability, aesthetics and environmental impact - Evaluate critically the evidence underlying current theories and hypotheses - Tackle and solve problems with self-direction and originality. - Evaluate critically current research and new methodologies in their specialist area.
Professional Practical Skills	- Undertake competent, safe, evaluative, interpretive and effective laboratory work. - Analyse experimental results and determine their significance and validity. - Act autonomously, with minimal supervision or direction, within agreed guidelines. - Apply pedagogical knowledge to understand the processes

	underpinning biomedical sciences and so be able to direct motivation in relation to learning and performance.
	• Research and present accounts of currently active areas of some aspects of biomedicine.
	• Continue to learn through further training of a professional or equivalent nature.
	• Act autonomously in planning and implementing tasks at a professional or equivalent level.
	• Learn independently as required in a professional context.
Transferable/Key Skills:	• Communicate effectively with a wide range of individuals using a variety of means
	• Work effectively individually or as part of a team
	• Utilise problem solving skills in a variety of theoretical and practical situations
	• Plan and organise their time to ensure that all tasks are completed and deadlines met
	• Learn in familiar and unfamiliar situations with open-mindedness and in the spirit of critical enquiry
	• Use computers for communication, data handling and word processing
	• Use creativity and innovation to solve problems
	ADDITIONAL LEARNING OUTCOMES OF THE PROFESSIONAL PLACEMENT:
	• Demonstrate knowledge, understanding, and skills in a biomedical area at a professional level and apply it.
	• Demonstrate additional in-depth knowledge and an awareness of current problems at the forefront of their specialist area of biomedicine.
	• Explain the structure and significance of the employing organisation and the role of the placement project in the organisation's overall strategy.
	• Utilise the experiences gained during the placement to enhance individual contributions to work (subject-specific and key skills) within the Final Year.

BSc (Hons) Molecular & Cellular Biology & BSc (Hons) Molecular & Cellular Biology with Professional Placement

We aim to:

- offer a stimulating environment that will encourage students to develop their full academic potential

- instruct our students in ways of approaching and analysing problems, so that they can reach considered and appropriate conclusions, and communicate these conclusions to others

- equip students with skills that are both of value to future employment in some area of biology and transferable to other avenues of employment

- provide conceptual and factual knowledge of core aspects of biological sciences and supporting disciplines and explore the boundary of knowledge in selected areas

Learning Outcomes

Teaching, Learning and Assessment methods are employed that enable the learning outcomes to be demonstrated.

Knowledge & Understanding	- Demonstrate understanding of the fundamental concepts, principles and theories of modern biology - Illustrate a sound knowledge of the major areas of molecular & cellular biology - Illustrate an in depth knowledge, in a few areas of specialisation, of the current developments in molecular & cellular biology - Demonstrate a level of knowledge and understanding sufficient to secure employment or enter and benefit from further instruction in molecular & cellular biosciences or related areas, through formal higher degree or vocational programmes In addition, students who have undertaken placement will be able to: - Demonstrate a knowledge and understanding of an area of professional practice
Intellectual Skills	- Undertake competent, safe, evaluative, reflective and effective laboratory work - Analyse experimental results and determine their strength and validity - Able to act autonomously, with minimal supervision or direction, within agreed guidelines - Apply reflective self-awareness to direct motivation in relation to learning and performance - Research and present accounts of currently active areas of some aspects of molecular & cellular biology - Continue to learn through further training of a professional or equivalent nature In addition placement students will be able to: - plan and implement tasks at a professional or equivalent level - Learn independently as required in a professional context
Transferable/Key Skills:	- Communicate effectively with a wide range of individuals using a variety of means - Work effectively individually or as part of a team - Utilise problem solving skills in a variety of theoretical and practical situations - Plan and organise their time to ensure that all tasks are completed and deadlines met - Learn in familiar and unfamiliar situations with open-mindedness and in the spirit of critical enquiry - Use computers for communication, data handling and word processing

PROGRAMME DESCRIPTION: STRUCTURE OF YOUR PROGRAMME

The structure for your programme year for 2020/21 can be found in the 2020/21 Unit and Programme Catalogues (see below). This is where you find important information on which units you are taking in which semester and if any units are 'designated essential units' (DEUs) that you must pass.

The content of the Programme Catalogues is correct at the time of publication. Programmes and units may be subject to reasonable change (see also **Unit and programme changes 2020/21** in this Handbook).

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all years of your programme as well as details about individual units for the current academic year.

The Catalogues also provide links to the relevant areas of the University's assessment regulations, showing how these are applied to this programme of study.

For the online Catalogues, please refer to **Important Links and Information** in this Handbook. See also the section in this Handbook on **Assessment.**

PROFESSIONAL BODY ACCREDITATION

Some of our undergraduate programmes are accredited by the Royal Society of Biology:
https://www.rsb.org.uk/education/accreditation/courses/University+of+Bath/Accreditation

YOUR LEARNING

For 2020/21, the University has developed a blended learning approach called 'The Bath Blend' which combines in-person activities on campus, live interactive learning, and structured independent study.

The Bath Blend approach to programme delivery has been developed to be flexible in the face of possible changes in law, including measures on social distancing, which may occur through the course of this academic year.

Information on IT support and key software for this academic year is available online. Please refer to **Important Links and Information** in this Handbook.

YOUR TIMETABLE

Using MyTimetable, you can access your personal timetable and download it into an electronic calendar.

Your In-Person Teaching (IPT) day and Live Online Interactive Learning (LOIL) sessions will show in your timetable. Links to LOIL sessions can also be accessed through the relevant unit page on the University's online learning environment, Moodle.

When you start your units, you will be able to access associated online material at a time that suits your schedule.

MyTimetable updates regularly, so should there be a change to your timetable, it will be reflected in MyTimetable.

Some units (especially those involving practical classes) involve the setting of smaller groups so you may not, for example, be required to attend every practical session shown on your timetable. This information will be sent to you by email and/or posted on Moodle.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

PHYSICAL STUDY SPACE – 2020/21

As in previous years, you will be able to book study space on campus and in the city for individual or group study. Information on how to book, and the COVID-19 requirements, is available online. Please refer to **Important Links and Information** in this Handbook.

OPTION CHOICES

Information about how and when to choose your option units can be found online:
www.bath.ac.uk/catalogues/information/students/online-unit-selection
You will receive an email notification at the relevant point in the year when online unit selection is available. If you want to discuss your option choices, please contact your Director of Studies and/or Personal Tutor.

PLACEMENT SUPPORT

The University is committed to enhancing students' vocational outcomes and learning experiences by supporting placements. We have a dedicated placements team to support and guide you through the process of applying for, securing and successfully completing a placement.

The BSc and Master's degree courses in Biochemistry with Professional Placement, Biology with Professional Placement, Biomedical Sciences with Professional Placement and Molecular and Cellular Biology with Professional Placement include a professional placement year between the second and final year studying at the University. During the placement year tuition fees are charged at a lower rate (for Home/EU students this is currently 20% of the standard rate). For more information about student finance during your placement year please visit the University Student Finance web pages http://www.bath.ac.uk/students/finance/.

If you have entered on a BSc or Master's 3-year degree it is possible to transfer to a degree involving a placement if you should wish. You must let the Placements Team know in writing during the second semester of Year 1 (when notified to do so) and attend the relevant placement meeting. Written notification of your desire to undertake a placement and attendance at the placement meeting are conditions of transfer to a placement degree. However, the final decision will not be made until all the results of Year 1 examinations are known. Placements are then sought during the second year of your studies.

Whether you are already on a degree involving a placement or wish to transfer to one, you should try to maintain a solid academic performance throughout Year 1. We would normally expect you to pass all Year 1 examinations at the first sitting and have a satisfactory record of coursework, including attendance at practical classes and tutorials.

This Department has been running placement degrees for longer than any other in the country. Our experience has shown us that students with a good academic record and a keen attitude have the best chance of obtaining a professional placement in competition with students from other universities. Indeed, in this increasingly competitive market for placements, those with a Year 1 average of less than 50% will likely struggle to find places. The better you do in Year 1 the more likely it is that you will land a placement. If you want a good placement do not coast through the first year!

Registration on a degree with placement is not a guarantee that a suitable placement will be found for you.

The contact details for your Placements Manager and Placement Tutor can be found in the 'key contacts' section at the start of the handbook.

If you have any COVID-related concerns then please contact the placements team.
You can expect to receive placement preparation support on the application process (i.e., CV writing, production of covering letters and applications, interview skills, assessment centres) as well as practical placement support (such as where to find information on visas, accommodation, money, etc.). For some placements, there is a requirement for a Disclosure and Barring Service (DBS) check and you should liaise with your placements support team for further guidance.

Before going on placement you will receive a University Placement Handbook containing generic advice and information for whilst you are on placement. You will receive programme specific information directly from your Department.

If you are on a placement of one semester or longer in the UK you can normally expect to be visited by staff, in person or remotely, at least once during your placement. If you are on a placement overseas, staff will either visit, where practical, or arrange an alternative way of keeping in contact.

During the placement, you will be expected to complete the Personal Objectives and Learning Outcomes forms or equivalent (which helps you to structure your placement objectives and personal development) and the Goals, Objectives and Learning form (GOLF), where applicable, for assessing your performance against these objectives.

A re-induction activity will be conducted to welcome you back from placement and update you on any changes that may have occurred at the University during your time away.

UNIT AND PROGRAMME CHANGES 2020/21
We continually look for ways to develop and improve our programmes. For example:

- it might be desirable to make some updates to the content of the curriculum to reflect the latest developments in a particular field of study
- a review of the assessments across a programme (including feedback received) might identify that changes to an assessment would better support student learning.

Students who would be affected by proposed changes are consulted about them, either via their Staff/Student Liaison Committee or directly, depending on the nature of the change.

All programme and unit changes are managed through formal University processes. This is to ensure that changes are academically appropriate, properly supported and are done in a way that safeguards the interests of students.

In addition to the Bath Blend approach to delivery of your programme in 2020/21, which has already been put in place, it is possible that further changes to your programme may be required. These are more likely to be part of continual development aimed at enhancing your learning experience and maintaining high academic standards and quality. Such changes could be, for example, to update content to reflect latest developments in a particular field of study, or to respond to student feedback on delivery and/or assessment. Students who would be affected by proposed changes are consulted about them, either via their Staff/Student Liaison Committee or directly, depending on the nature of the change.

As we have already experienced, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. Outside of the global pandemic, this could be for reasons such as:
- the accrediting body requiring changes to be made to the course, or,
- being unable to run an option unit because too few students selected it.

When this happens, we always try to ensure that the impact on students is minimised and that those affected are informed of the changes at the earliest opportunity.

Information on how we assure the quality and standards of your programme of study is available online. Please refer to **Important Links and Information** in this Handbook.

GIVING FEEDBACK ON YOUR PROGRAMME TO THE UNIVERSITY

The University is committed to continually improving its practice and aims to engage students as active partners in their education (Education Strategy 2016-21). The three main ways in which your feedback will be sought will be through:
- Staff / Student Liaison Committees (SSLCs)
- surveys and evaluations
- the Students' Union.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

ASSESSMENT

Full information is available online. For signposts to important information on many aspects of assessment, please refer to **Important Links and Information** in this Handbook.

Any exam-based assessment during the 2020/21 academic year will be online. More information on assessment arrangements for this year, including online assessment, will be provided via the University webpages and updated as necessary.

SUBMISSION DEADLINES

All coursework this academic year will be submitted electronically through Moodle. Coursework that is submitted electronically must have a copy of the Departmental Coursework Cover Sheet (available to download from the Department's Moodle page) included as the first page of the file, the file must be submitted in pdf format and the file name should include your candidate number and the unit code but NOT your name. Coursework without this Cover Sheet cannot be guaranteed to be marked.

You will be expected to submit all assessed coursework before 1 pm (13:00 hours) UK Time on a specified date. Work submitted after this time will be considered late. It is important to meet the submission date and time to ensure equity amongst students and to enable staff to mark efficiently. As noted in the Practical Classes section, the standard submission deadline for all Year 1 practical reports is one week after the practical, or as specifically notified. For Year 2 practicals the standard submission deadline is two weeks after the completion of the practical (or series of practicals). Deadlines for Final Year essays and other coursework will be set on a unit by unit basis by the Unit Convenors.

Late submission of coursework

If there are valid mitigating circumstances preventing you from meeting a deadline, the most appropriate course of action would be to apply to your Director of Studies for an extension to the submission date. Forms to request an extension are available from the Departmental Moodle course. You will need to provide a description of the circumstances which you feel support your request and you will normally be required to produce supporting evidence (e.g., a medical note).

If you submit a piece of work after the submission date (and no extension has been granted), the maximum mark possible will be the pass mark (40%). If you submit work more than five working days after the submission date, you will normally receive a mark of 0 (zero), unless you have been granted an extension or a panel has agreed that there are Individual Mitigating Circumstances (IMCs). **You do not need to submit an IMC claim if you have already had an extension approved and submit the work before the approved extended deadline**. Note that it is not usually possible to mark coursework anonymously if it is submitted after the deadline.

The excuse such as the Library printer has broken down, that there was an enormous queue or that Moodle wasn't working just at the submission time will not

be accepted. This almost always happens when students all over the University are trying to meet deadlines. **Plan to finish before the deadline**.

Submission of Final Year Project Reports
All students should submit an electronic copy of your project report. The paper copies will be bound for you and one bound copy returned to you to keep after the assessment process is complete. More details of project requirements are present in the Project Handbook which is available from the project unit Moodle courses.

You need to bear in mind that the Final Year Project units are "Designated Essential Units" (DEUs; see below) which means that **you must achieve a pass mark in the unit in order to be awarded a degree**. It is therefore essential that you submit your project report on time, even if it is not quite perfect!

Project Reports
Two copies (unbound) should be uploaded to the Department Coursework Submission Moodle page by **1.00 pm (UK Time) on the Monday of Semester Week 15** for projects carried out in Semester 1 and **by 1.00 pm (UK Time) on the Monday of Semester Week 33** for projects carried out in Semester 2 or over the whole year.

The submission dates for 2020/21 will therefore be **Monday 4 January 2021** and **Monday 10 May 2021.**

All projects will normally be evaluated by your supervisor and a randomly allocated independent assessor, who will read the report and have a short interview with you. It is essential for you to ensure you are available for this meeting with the assessor during the Assessment Period at the end of the semester in which you completed your project. You are, therefore, advised to keep a draft or electronic copy of your own to refer to before you meet with your project assessor.

WORD COUNTS
Written coursework tasks will normally have a word range or limit. This is in order to give an indication of the depth and detail of work required, and to ensure that students' submitted work is comparable. You will be required to declare the word count for your work when submitting it for assessment.

If you do not observe the given word range or limit for the coursework task, for example if you exceed the word limit, then a penalty will be applied. The penalty that would apply should be stated in writing when the assignment task is distributed. You should take note of what is included when calculating the total word count (e.g. whether or not contents pages, appendices, footnotes, bibliographies and other elements that are not part of the main text are included).

You should check with your Director of Studies if you have questions about word counts and penalties.

The University rules are that the word count can be exceeded by 10% without penalty except where a Department states differently. The exception to this rule in

Biology & Biochemistry is the Final Year project, which is not permitted to go beyond its word limit.

FEEDBACK TO STUDENTS ON ASSESSMENT

Throughout your degree programme you can expect to receive feedback in different ways, some of which you may not instantly recognise as feedback. For example, you may receive feedback from demonstrators in practicals, or from your tutor in tutorial groups, offering constructive comment on your demonstration of generic skills (such as presentational skills or communication skills). It is therefore important to realise that not all your feedback may be formal or specifically labelled as 'feedback'. It is essential for your development to act on the feedback you receive. What actions are necessary for you need to be determined **by you**. You should not expect feedback to tell you what to do, its purpose is to guide you to look at how you can improve yourself (this is independent learning).

You can discuss feedback you receive on assessments alongside your performance and progress in your studies at meetings with your Personal Tutor.

Department Policy on Feedback on Assessed Work 2020/21

Feedback can enhance the student learning experience and it is widely recognised that in order for it to be effective departments should have clear mechanisms for providing timely feedback to students, and that students need to be clear in their expectations of how feedback can help them. This document sets out to provide insight and guidance on the expectations placed upon staff and students.

Examinations are primarily used as summative assessment tools. Since exams are held at the end of semesters, their effectiveness in providing timely feedback to students is limited. This is particularly true after the summer examination period when students leave for the Summer Vacation and are not available again until the autumn.

There is clear evidence in the literature that unless feedback is provided soon after assessed work, its value declines. For this reason, the Department's policy on feedback encompasses not only feedback on the examinations taken but especially focuses staff and student attention on mechanisms (feed-forward) that enhance ability **prior** to the taking of the examination.

Coursework can take many forms but often these build on previous experiences and, therefore, timely feedback on individual work is effective in developing an individual's abilities. These feedback opportunities are more numerous than those for examinations and are, therefore, a priority for the Department's feedback policy and a significant part of each student's learning experience.

Examinations

Examinations are used extensively in the assessment of units within Biology & Biochemistry at all levels of study. It is, therefore, important that students develop the

skills that enable them to write examination answers successfully. These skills are rather more generic than specific to any individual unit and so development of examination skills is a part of the Year 1 skills programme delivered through Personal Tutorials.

Past evidence shows that generic skill development work is more effective in improving subsequent exam performance than after the event knowledge of individual mistakes in questions. Department policy therefore is to concentrate on preparing students in examination techniques. Whilst we do not grant automatic access to examination scripts, where a student requests to view scripts, these can be seen by contacting the Personal Tutor.

Staff responsibilities
- Personal Tutors will provide tutees with generic help with examination skills including assessment criteria.
- Unit convenors will make clear, at the start of the unit, the format and style of any examination to be used in the unit and encourage students to look at past exam papers on the web.
- First assessors of examination questions will ensure that they provide the marked scripts to second assessors in a timely fashion.
- Unit convenors will ensure that at least general feedback on the examination of a unit is posted on the Moodle course for the unit by the time the unit marks are released to students.
- Unit convenors will ensure that at least general guidance on the requirements of the exam is accessible throughout the year via the Moodle course for the unit ('Feed-forward'). This may take the form of the general feedback provided in the previous year(s) or may be in another format.
- Examination spreadsheets, indicating marks for individual answers on examination papers, will be released (on Moodle) at the same time as official unit results are released on SAMIS.
- Personal Tutors will obtain and show to their tutee relevant marked examination scripts when a request for access to these has been made.

Student responsibilities
- Students will develop their examination skills through engagement with tutorial activities, use of published and on-line resources and through practice of examination skills in their own time.

Coursework: Essays

Most essays are written as tutorial work or for units in the Final Year.

Staff responsibilities
- Staff will set clear deadlines for the submission of essays, notifying both students and the administrative staff in the Undergraduate Office of those deadlines in a timely manner. All deadlines will be set at 13.00 on the last day of submission.
- Staff will mark essays to the set criteria, which have been made clear to students at the time the coursework was set.
- Personal Tutors will return tutorial work, with individual feedback, within three semester weeks of submission of the work.

- Staff will return essay feedback forms to students (via the Undergraduate

Office in the case of Final Year work) within three semester weeks of submission.

Student responsibilities
- Students will submit work before 13.00 on the day of the deadline.
- Students will collect returned work or essay feedback forms at the earliest opportunity after they are provided for collection. The collection point will be the Undergraduate Office.
- Students will read, digest and act upon the feedback given. If needed, students should seek clarification from staff as to the meaning of the feedback.

Coursework: Practical Reports

Most practical reports are written in Year 1 and Year 2. Final Year project reports and Placement reports use the same styles and require the same sorts of skills as practical reports, so feedback on practical reports feeds forward into these other assessments.

Staff responsibilities
- Staff will set clear assessment criteria for every practical report. These may be the generic criteria for practical reports or criteria specific to a particular report.
- Staff will return all assessed Year 1 and Year 2 practical work, with individual feedback, within three semester weeks of submission of the last set of reports for that practical.
- Staff will make Final Year practical work, with individual feedback, available via the Undergraduate Office within three semester weeks of submission.

Student responsibilities
- Students will submit work before 13.00 on the day of the deadline, which will normally be one week after the practical session for Year 1 and two weeks after the day of the practical session for Year 2.
- Students will collect returned work or essay feedback forms at the earliest opportunity after they are provided for collection. The collection point will normally be the Undergraduate Office.
- Students will read, digest and act upon the feedback given. If needed, students should seek clarification from staff as to the meaning of the feedback.

Coursework: Presentations

Most presentations are given as tutorial work or for units in the Final Year.

Staff responsibilities
- Staff will set clear assessment criteria for every presentation. These may be the generic criteria for presentations (a Departmental pro forma is available) or criteria specific to a particular presentation.
- Staff will provide feedback to students on the standard Departmental pro forma or their own specific pro forma within three semester weeks of the presentation.

Student responsibilities

- Students will make their presentation at the agreed time and location.
- Students will collect their feedback form at the earliest opportunity after they are provided for collection. The collection point will normally be the Undergraduate Office.
- Students will read, digest and act upon the feedback given. If needed, students should seek clarification from staff as to the meaning of the feedback.

Coursework: Projects

All students undertake a project at some time during their degree programme.

Staff responsibilities
- The Director of Undergraduate Teaching will set the submission deadlines for the undergraduate projects at the start of each academic year and publicise these in a project guide distributed to all supervisors and students.
- Staff will return a project draft feedback form within one semester week of the submission of the draft project report. (The deadline for draft submission will be clearly indicated in the Student Project Guide.)
- Project assessors will arrange to interview project students within four semester weeks of the submission of the report.
- Provisional marks for Semester 1 projects will be released no later than the Semester 1 marks for other units.

Student responsibilities
- Students will submit a draft project report to their supervisor for feedback by the end of Week 10 of the semester. Students will read, digest and act upon the feedback given.
- Students will submit the final project report before 13.00 on the day of the deadline.
- Students will contact their named project assessor (the second marker) as soon as the details of the assessor are notified to students, so as to arrange the interview.

Coursework: Other Assignments

A range of coursework tasks, other than essays and practical reports, are utilised throughout the degree programmes.

Staff responsibilities
- Staff will set clear deadlines for the submission of other types of coursework and notify the administrative staff in the Undergraduate Office of those deadlines. All deadlines will be set at 13.00 on the last day of submission.
- Staff will mark other coursework to the set criteria, which have been made clear to students at the time the coursework is set.
- Staff will return the coursework marks and feedback (via the Undergraduate Office in the case of Final Year work) within three semester weeks of submission

Student responsibilities
- Students will submit work before 13.00 on the day of the deadline.

- Students will collect returned work or feedback forms at the earliest opportunity after they are provided for collection. The collection point will normally be the Undergraduate Office.
- Students will read, digest and act upon the feedback given.

Placement Reports and Posters

Students who have undertaken placements will be required to submit a placement report and poster.

Staff responsibilities
- Personal Tutors will assess the reports to the set criteria and arrange a placement viva within three semester weeks of the report submission (i.e. before the end of Week 4 of Semester 1).
- Personal Tutors will provide verbal feedback on the quality of the placement report at the placement viva.
- Personal Tutors will provide feedback to their tutees on the Placement Supervisor Report. This would normally be included at the placement viva session but there should be another meeting if the supervisor's report is not available on time.
- Personal Tutors will attend the poster sessions at which their tutees are presenting and provide verbal feedback to their tutees about the quality of the poster.

Student responsibilities
- Students will submit the placement report before 13.00 on the Friday of Week 1 Semester 1 upon return to University after placement.
- Student will attend a placement viva with their Personal Tutor.
- Students will complete their poster before the start of Semester 1 in order to present it at a display session scheduled in Week 1, 2 or 3 of Semester 1.
- Students will digest and act upon the feedback given.

ACADEMIC INTEGRITY

The University has a wide range of resources available to you to help you understand academic integrity and enhance your academic writing and practice.

It also has in place an Academic Integrity Test you are required to take and pass (the pass mark is 85% but you can take the test as many times as you need to). You will not be able to progress beyond the next progression point in your studies until you pass this test.

When you submit assessment, you will be expected to make a declaration that the work is your own and, where you have re-used your own work and/or used other sources of information, that you have referenced the material appropriately. The University uses a plagiarism detection service (currently Urkund), which searches the web and databases of reference material and content submitted by other students, to identify duplicated work. Where practical, all summative assessment is submitted to this service to check for similarities as an initial indicator of whether work has been plagiarised and an assessment offence committed.

Submission of your assessment to the Plagiarism Detection Service - Data Protection statement

The Plagiarism Detection Service complies with European Data Protection legislation. When you registered with the University, you gave it permission to process your personal data for a variety of legitimate purposes. This includes allowing the University to disclose such data to third parties for purposes relating to your studies. The University, at its sole discretion, may submit the work of any student to the Plagiarism Detection Service (in accordance with Regulation 15.3e) and may make, or authorise third parties to make, copies of any such work for the purposes of:

1) assessment of the work
2) comparison with databases of earlier work or previously available works to confirm the work is original
3) addition to databases of works used to ensure that future works submitted at this institution and others do not contain content from the work submitted.

The University will not make any more copies of your work than are necessary, and will only retain these for so long as remains necessary, for these purposes.

Please note that, if at any time the University submits any of your work to the Plagiarism Detection Service, the service will be provided with, and will retain, certain personal data relating to you – for example, your name, email address, programme details and the work submitted. Such data may be transferred by the Plagiarism Detection Service to countries worldwide (some of which may not be governed by EU data legislation) in order for the work to be checked and an originality report generated in accordance with the proper workings of the Plagiarism Detection Service. Personal data is retained indefinitely by the Plagiarism Detection Service upon submission of work. You may ask for your personal data to be removed by contacting the University's Data Protection Officer.

Assessment offences – penalties

Any student who is found to have used unfair means in an assessment procedure will be penalised. 'Unfair means' here include cheating, fabrication, falsification, plagiarism, unfair collaboration or collusion. Penalties for use of unfair means may include failure of the assessment unit or part of a degree, with no provision for reassessment or retrieval of that failure. Proven cases of plagiarism or cheating can also lead to an Inquiry Hearing or disciplinary proceedings. Claims of inadvertence or ignorance will not be accepted as a basis for mitigation of a penalty.

If you are accused of an offence, the Students' Union's welfare services are available to support you. You have the right to appeal against the outcome of the investigation.

Important information on academic integrity, the Plagiarism Detection Service, assessment offences and penalties, and support, as well as the Academic Integrity Test itself, is available online. Please refer to **Important Links and Information** in this Handbook.

IF CIRCUMSTANCES IMPACT ON YOUR ASSESSMENT ATTEMPT

Individual Mitigating Circumstances (IMCs) are the conditions which temporarily prevent you from undertaking assessment or significantly impair your performance in assessment. As such, the measure of their severity is not about impact on you, but the impact on your affected assessment. Full information about IMCs is available online. Please refer to **Important Links and Information** in this Handbook. **It is strongly advised that you become familiar with the available guidance and related regulations.**

ASSESSMENT PROCESSES

Assessment and marking processes at the University are designed to ensure that assessment of your work is fair and consistent, and that academic standards are appropriate and comparable between the University and other higher education institutions. This is achieved in a number of ways.

Marking: Assessments you will complete during your programme are marked according to:

- *marking criteria (or assessment criteria)* - these are the knowledge, understanding and skills which it has been identified that students should demonstrate in the assessment and which are taken into account during marking. They are based on the learning outcomes being assessed
- *marking schemes* - these are detailed descriptions of how specific numbers of marks should be assigned against individual components of an answer within the assessment task
- *grade descriptors* - these are descriptions of the levels of achievement required in order to get a result within a given band of marks (e.g. 70% or more).

Marking Criteria: The quality of your individual assignments, unit essays, practical reports, placement reports and Final Year project reports and the results of your examinations will be reported to you in either grades or, more usually, percentages as described in the table below:

Grade	Mark Range	Description	Description
A+	90-100%	Outstanding	
A	80-89%	Excellent	First
A-	70-79%	Extremely good	
B+	67-69%	Very good	
B	63-66%	Good	Upper Second
B-	60-62%	Quite good	
C+	57-59%	Adequate	
C	53-56%	Quite adequate	Lower Second
C-	50-52%	Barely adequate	
D	40-49%	Weak	Third

| E | 35-39% | Marginal fail | Fail |
| F | 0-34% | Clear fail | |

Practical work may also be assessed by other means, for example, Pass (>40%) or Fail (<40%). If you do not submit work, or do not answer an examination question you will score 0 (zero).

Anonymous marking: The University has adopted a principle of anonymous marking in order to protect students and staff from bias, and the perception of bias, in the marking process. It applies to all assessment where practicable. It is not possible to mark all coursework anonymously as in some types of assessment the student can be easily identified by the marker (e.g. presentations, group work, laboratory work) or it might not be practical, or in the student interest, to do so. You will be informed when your coursework is to be marked anonymously.

Moderation: Both the setting and the marking of assessments are independently checked through a process known as moderation to ensure that questions test the learning outcomes and are set at the right standard, and that marking is consistent and fair. Moderation is conducted by internal examiners and also by your External Examiner (see below).

Boards of Examiners: Assessment decision-making at the University is the responsibility of Boards of Examiners established at three levels: assessment outcomes go first to *Boards of Examiners for Units*, then *Boards of Examiners for Programmes*, then finally to *Boards of Studies*. Boards of Studies confirm decisions relating to student progression from one stage of the programme to the next and the final award. **The assessment marks you are given initially by markers are therefore provisional up until the point when they have been confirmed by the Board of Studies for your programme.** An official release date is set when your confirmed results will be made available to you via SAMIS (the University's student records system). An academic appeal can only be made in relation to a confirmed result (see the section in this Handbook on **Academic Appeals**).

Scaling: All marks for a unit are reviewed at a meeting of a Board of Examiners for Units which will verify that the assessment process has been conducted appropriately and that the marks are an accurate reflection of the standards achieved. A Board of Examiners can decide to recommend a change to the provisional marks, based on evidence that there was a problem with the assessment which means the initial marks do not reflect the standards achieved by students. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

External Examiner: An External Examiner is someone from another University or professional organisation who is qualified and experienced in the field of study. At least one External Examiner is appointed for each programme or group of programmes. The role of External Examiner is an important one in assuring that assessment processes are fair, academic standards are appropriate, and supporting the development of your programme. External Examiners review draft assessment and samples of assessed work, and attend Boards of Examiners. They are members of Boards of Examiners.

Once a year, the External Examiners will provide a written report. University staff, including the Head of Department and Director of Studies, will look at these reports and a response will be made to the External Examiner's comments. External Examiner reports and responses are made available to students. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of routine monitoring activity.

The External Examiner(s) for your programme is (are):

Programme	External Examiner
Biology programmes	Dr Mark Ramsdale (University of Exeter)
Biochemistry programmes	Prof Simon Newstead (University of Oxford)
Biomedical Sciences programmes	Dr Chris Tselepis (University of Birmingham)
MCB Programmes	Dr Marika Charalambous (King's College London)

It is not appropriate for students to make direct contact with External Examiners. If you are dissatisfied with the process or outcome of an assessment, and are considering whether to raise this either informally or formally, the sections of this Handbook on **Academic Appeals** and **Dissatisfaction with a University Service or Facility** (**Complaints)** give some more information about the University's procedures for student complaints and academic appeals. The University's mechanisms for student representation are designed to enable students to engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

PRIZES

On the same day as the graduation ceremony the Department will host a reception on campus for you and your guests to celebrate your achievements (tbc in 2021). A number of academic prizes will be awarded to students at the reception. Currently these prizes include the Lonza Prize for the best final year performance in Biosciences, the Royal Society of Biology Top Student Award for the top Biology student, the Bill Whish Prize for the top Biochemistry student, the Goold Adams Prize for the best BSc student on a 3-year programme in the Department (across all programmes), the Catherine Prize for Enzymology, the Keith Moore Prize for Plant Sciences, Leonard Broadbent Prizes for achievement (one for each programme), the Oxford University Press Prize for the best final year project (across all programmes), and the Robert Eisenthal Prizes for performance on placement (one for each 4-year programme).

ASSESSMENT REGULATIONS

The University's New Framework for Assessment: Assessment Regulations: Phase 1 for first-degree programmes ('NFAAR-UG') specifies the rules governing students' progression from one stage of their programme to the next as well as for the award of degrees. The rules cover all areas of assessment, including supplementary assessment and the extent to which failure may be condoned.

Your programme is covered by the NFAAR-UG, so your work will be assessed according to its rules. If at any time you are in doubt about how NFAAR-UG provisions apply to your work, please consult your Director of Studies.

This section highlights areas of the University's assessment framework for the type of programme you are undertaking. It explains the regulations that govern your assessment and outlines how the University makes decisions concerning your progression through your programme and award. Complete information is available in the NFAAR-UG document.

The full NFAAR-UG, a student introduction to it, and definitions of terms used in it, are available online. Please refer to **Important Links and Information** in this Handbook.

YOUR PROGRAMME AND HOW YOU ARE ASSESSED

Within a programme of study, there are compulsory units (i.e. those units in a programme which must be taken by every student registered on the programme), and there may also be optional units (i.e. those units students may choose from a range of options).

In the Programme and Unit Catalogues, there are links to the relevant appendices of the NFAAR-UG which state exactly how the assessment rules operate for each stage of your programme.
There are some units that you must pass in order to progress to the next stage of your programme and to achieve the normal award for the programme at the end. Such units are called Designated Essential Units (DEUs). Failure in a DEU – even marginal failure – will prevent you from progressing (or completing) your programme.

Programmes are divided into a number of parts and stages. For full-time students, stages usually correspond to the year of study (so, for example, most first-year students will be in Stage 1 of their programmes).

Within each stage of a programme, the contribution of each unit's assessment to the calculation of the Overall Stage Average (OSA) is normally directly proportional to the credit-values of the unit concerned. Placement units form part of a stage and have a credit weighting. Some placement units carry marks and some are just pass/fail. Only enhanced placement units contribute to the Overall Programme Average (OPA) however.

The normal pass mark for a unit is 40%. In some units, you might need to achieve a threshold mark in one or more component assessments in order to pass the unit overall.

If you fail a stage, you will be required either to repeat the entire stage or to transfer to a Designated Alternative Programme (DAP), if one exists, or if you fail very badly, to withdraw from the University. Where stage repeats are possible within the set limits, the repeating of any stage will be permitted once only.

At the end of each stage a Board of Examiners will decide whether you have passed the stage. The outcome will depend on both (1) your average mark in the stage and (2) the marks you obtain for each unit. Generally, if you pass each of your units you will progress (or, after the final stage, be recommended for an award).

If you fail a large number of units you might fail the stage outright without any opportunity for supplementary assessment. (Further information on supplementary assessment is provided below.)

Particular rules apply to failure of units. They are as follows:

   • if you fail any DEUs, you will have to undertake supplementary assessment - unless you have failed so many DEUs that you fail the stage outright
   • if you fail any non-DEUs badly (i.e. achieve less than 35%), you will have to undertake supplementary assessment - unless you have failed so many units that you fail the stage outright
   • if you fail only non-DEUs marginally (i.e. achieve 35%-39%), you might be able to progress without supplementary assessment. Whether you do progress will depend on the total credit value of the failed units and also on your OSA.

Your degree result is based on the calculation of your Overall Programme Average (OPA) based on the stages in Parts 2 and 3 of your programme. The contribution of each stage of the programme is set out in the Programme and Unit Catalogues. Stages in Part 1 are not included in the OPA calculation.

SUPPLEMENTARY ASSESSMENT

'Supplementary assessment' is the term normally used for an opportunity given to a student to retrieve failure before starting the next stage of a programme.

Academic year dates, including the supplementary assessment period, can be found online. See **Important Links and Information** in this Handbook.

Each unit's method of supplementary assessment is shown in the online Unit Catalogue.

More information on arrangements for the 2020/21 academic year will be provided via the University webpages and updated as necessary:
https://www.bath.ac.uk/publications/academic-year-charts

If you pass all your supplementary assessments, you will be able to progress onto the next stage of your programme.

The outcomes of failing a supplementary assessment are as follows:
- if you fail supplementary assessment in a DEU, you will fail the stage
- if you fail supplementary assessment in a non-DEU badly, you will fail the stage
- if you fail supplementary assessment in a non-DEU marginally, you might be able to progress; whether you may do so will depend on how many units you have failed (and in some cases also on your Overall Stage Average).

EXIT AWARDS – CERTHE AND DIPLHE

If you leave your programme early you may be eligible for a generic exit award, either a Certificate of Higher Education (CertHE) or a Diploma of Higher Education (DiplHE).

ACADEMIC APPEALS

If you wish to submit a request for an academic appeal you should refer to Regulation 17 (Conduct of Student Academic Reviews and Appeals), which outlines the process and grounds for an appeal against formal Board of Studies decisions.

You are also strongly advised to read the online guidance on Appeals provided by the Academic Registry.

Independent advice about academic appeals is offered by the Students' Union Advice and Support Centre.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

CORE UNIVERSITY INFORMATION

UNIVERSITY REGULATIONS FOR STUDENTS

All registered students of the University are subject to the University's Regulations for Students. The Regulations contain rules and other important information about being a student at the University of Bath, including regulations governing the payment of fees due to the University, student discipline, fitness to study and those governing attendance, conduct and progress in studies. They also form part of the formal contract between you and the University. **You are strongly advised to read them carefully as they contain a lot of important information.**

For a link to the full Regulations for Students, see **Important Links and Information** in this Handbook.

ACCESSING UNIVERSITY EMAIL

You will need to use your University username and password to access your University email account. Your username also forms your email address (**username@bath.ac.uk**).

The University will often communicate with you about a range of important matters requiring action from you, including registration, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. It is a University regulation that you access your University email account regularly, even if you are out on placement or study abroad.

You therefore have a responsibility to ensure that your University email account can receive incoming mail and that you read your email regularly.

Once you graduate or withdraw from your course, you will receive an email stating exactly when your account will be closed. The email will give at least 30 days' notice.

STUDENTS' UNION MEMBERSHIP

All students registered with the University are automatically given membership of the Students' Union; however you have the right not to be a member. Information on opting out of this membership, and the Code of Practice for the Students' Union, are available online. Please refer to **Important Links and Information** in this Handbook.

DATA PROTECTION

The University's Data Protection Policy and Guidelines on Data Protection may be accessed via the data protection website (see **Important Links and Information** in this Handbook).

REGISTRATION STATUS

Note that only registered students may use the University's facilities, such as email, Moodle and the Library. You will be asked to register online at the start of your programme of study and then to re-register at the start of every academic year thereafter until you have completed your programme. It is a requirement that you register when asked to do so. Tuition fees for each academic year are payable at registration in full or in instalments.

Regulation 1.1 explains the requirement to register. Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees.

ACADEMIC ENGAGEMENT MONITORING FOR TIER 4 STUDENTS

Guidance and requirements on academic engagement for students who are Tier 4 visa holders, including the University's **Academic Engagement Monitoring Policy for Tier 4 visa holders**, and information on when and how to request an authorised absence, are available online. Please refer to **Important Links and Information** in this Handbook.

CHANGE IN YOUR CIRCUMSTANCES

It is important to ensure that the University holds your correct, up-to-date, personal and academic details within SAMIS, the University's student records database. If you change your address – either your semester-time or home address – please update your details online (see **Important Links and Information** in this Handbook).

If you change your name, you will need to provide valid proof of the change. Please speak to your Department or Faculty/School administration, or Student Services, for advice on how to do this.

If you are considering suspending your studies, transferring from one programme to another, or withdrawing from your programme, please discuss your situation with your Director of Studies. They will be able to advise you on an appropriate course of action.

The financial implications of withdrawing from the University or suspending your studies can be significant. See **Important Links and Information** in this Handbook.

The Student Money Advice Team in Student Services and the Student Finance Office will be able to advise you on the implications for fees in your situation and on how to suspend any student funding you are receiving.

If you are an international student holding a Tier 4 visa, you should consult the advisers in the Student Immigration Service about the implications of suspending or withdrawing from your programme. See **Important Links and Information** in this Handbook.

You will need to register any change of academic circumstance, including a change of optional units, with the University. Please speak to your Department or Faculty/School administration who will advise you on how to do this.

DISSATISFACTION WITH A UNIVERSITY SERVICE OR FACILITY (COMPLAINTS)

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. The University is committed to continuing review and improvement, and seeks regular feedback from students. There are student representatives on the University's formal decision-making committees who can raise issues so that they can be dealt with promptly. The University is also committed to providing an environment within which students are encouraged to raise any

matters of concern in an informal manner as soon as they arise. This often removes the need for formal complaints.

It is expected that most complaints can be resolved at an early stage by discussing the matter informally at a local level. If you have a problem concerning the University, you should bring the matter to the attention of an appropriate member of staff, who will aim to resolve it by informal discussion. If you have attempted to resolve matters informally but are not satisfied with the outcome, you may elect to proceed to the next stage by submitting a formal complaint. You may also submit a formal complaint if the issue involved is too complex or serious for informal resolution.

If you do need to make a complaint, there are procedures in place to deal with it, outlined in the University's **Student Complaints Procedure**. These procedures are designed to ensure that your complaint will be dealt with in good faith and that you will not be penalised for complaining.

There are separate procedures for requesting a review of progression or award classification decisions. See the section in this Handbook on **Academic Appeals**.

The University recognises that making a complaint can be stressful. Students are therefore advised to seek advice and support before making a complaint, from Student Services, or from the Students' Union Advice and Support Centre, whose advice is independent of the University.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.