Undergraduate Handbook

2014-2015

- BSc Natural Sciences
- MSci Natural Sciences
- BSc Interdisciplinary Science
- MSci Interdisciplinary Science

www.le.ac.uk/iscience
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2 Welcome

Welcome to the Centre for Interdisciplinary Science (IScience). You are joining a programme taught uniquely through undergraduate research. This handbook will guide you through the standard University regulations as well as providing you with information specific to the degree programme. Please read the handbook and use it as a reference throughout your degree. You should find answers to most of your questions here, but if you do not, or if in doubt, then please ask one of the teaching team.

3 Introduction

The purpose of this handbook is to provide you with an overview of your degree, as well as provide you with a single reference point for key University and Departmental level information and regulations. The handbook is updated and reissued each year to reflect any changes made to this information. Further information on each module will be presented in the relevant course handbooks.

Interdisciplinary Science and Natural Sciences are three year (for BSc) or four year (for MSci) degree programmes, presented by the Centre for Interdisciplinary Science at the University of Leicester which brings together leading academic staff from the College of Science and Engineering (Chemistry, Computer Science, Geology, Geography and Physics & Astronomy) and the College of Medicine, Biological Sciences and Psychology to deliver high quality, research led, interdisciplinary degree programmes.

Rather than attending generic Physics, Chemistry or Biology courses, you will be tackling interdisciplinary problems from the start. The earlier modules are designed to help you develop research and problem-solving skills so that you’re equipped to deal with the more demanding courses in the later years. You will tackle a different problem every few weeks, combining a different set of disciplines. This provides a varied experience while offering a basic grounding across the disciplines.

The first module introduces you to a major difference between school and university. There is no one book with the right answers. You will learn how to identify the right questions, and where to find the information or the people you need to solve problems that you uncover.

In addition we also run "support" modules throughout the first three years on supplemental skills. This involves communication and presentation skills as well as computing and maths. On completing the course you will have a thorough grounding in the scientific method and extensive knowledge of the major scientific disciplines, along with high level research, problem solving and communication skills.

4 Induction

There is an extensive Induction programme for first years, which provides training for the research-based nature of the degree. The materials for this will be issued in a separate handbook printed in hardcopy format which will be made available to you during your first Induction session. An electronic copy of the same handbook will also be available on Blackboard (see below).

Induction sessions for second, third and fourth year students will run at the start of the new academic year and will act as a ‘welcome back’ and will provide information specific to the year of study.

4.1 Special Equipment

4.1.1 Blackboard

Blackboard is the University of Leicester’s Virtual Learning Environment.

You will use Blackboard to access your course materials, such as reading lists and lecture slides, and take part in activities such as online discussions, blogs, wikis and online tests. You may need to submit assignments for your courses. Further information can be found here: http://www2.le.ac.uk/offices/ithelp/it4/students/blackboard
First years students will be enrolled on the Blackboard course when they have received their University IT account.

### 4.1.2 Laboratory attire

Students are required to have their own laboratory coat and safety glasses. Information regarding the order of these is provided before commencing the programme.

### 4.1.3 Calculators

Please note that the only calculators permitted in University examinations are the Casio FX83 and FX85 models. Please ensure that you have one of these model calculators.

### 4.2 For International Students

The Induction arrangements are the same for International students as they are for Home/EU students. International students who arrive late due to unforeseen circumstances should inform the Course Administrator as soon as possible (see § 5.1 for contact details). An alternative Induction will then be arranged.

### 5 The Centre for Interdisciplinary Science

The Centre for Interdisciplinary Science was set up in 2004 to deliver a programme that would respond to a perceived national need for more broadly educated scientists. For further information see: [http://www2.le.ac.uk/departments/interdisciplinary-science/about](http://www2.le.ac.uk/departments/interdisciplinary-science/about)

For more general information, including

The Centre is primarily located in the Physics Building; [www.le.ac.uk/maps](http://www.le.ac.uk/maps).

Staff profiles can be found here: [http://www2.le.ac.uk/departments/interdisciplinary-science/people-1](http://www2.le.ac.uk/departments/interdisciplinary-science/people-1).

### 5.1 Staff List and Key Contacts

Your main contact during the module will be the Course Administrator and the Course Secretary.

<table>
<thead>
<tr>
<th>Member of Staff</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre Director</td>
<td>Dr Paul Howes</td>
</tr>
<tr>
<td>Associate Centre Director</td>
<td>Professor Derek Raine</td>
</tr>
<tr>
<td>Programme Contacts:</td>
<td></td>
</tr>
<tr>
<td>Mathematics Teaching Fellow</td>
<td>Dr Paul Abel</td>
</tr>
<tr>
<td>Biology Teaching Fellow</td>
<td>Dr Sarah Gretton</td>
</tr>
<tr>
<td>Physics Teaching Fellow</td>
<td>Dr Cheryl Hurkett</td>
</tr>
<tr>
<td>Chemistry Teaching Fellow</td>
<td>Dr Dylan Williams</td>
</tr>
<tr>
<td>Officers and Tutors:</td>
<td></td>
</tr>
<tr>
<td>Senior Tutor</td>
<td>Dr Cheryl Hurkett</td>
</tr>
<tr>
<td>Equal Opportunities Officer</td>
<td>Dr Sarah Gretton</td>
</tr>
<tr>
<td>AccessAbility Tutor</td>
<td>Alex Mack</td>
</tr>
<tr>
<td>Examinations Officer</td>
<td>Alex Mack</td>
</tr>
<tr>
<td>Administrative and Technical Staff:</td>
<td></td>
</tr>
<tr>
<td>Course Administrator</td>
<td>Alex Mack</td>
</tr>
<tr>
<td>Course Secretary</td>
<td>Kiri Rhodes</td>
</tr>
<tr>
<td>Chief Technician</td>
<td>Ray McErlean</td>
</tr>
<tr>
<td>Chemistry Laboratory Manager</td>
<td>Dr Katy McKenzie</td>
</tr>
<tr>
<td>General Contact Address:</td>
<td></td>
</tr>
</tbody>
</table>
Contact details for module specific academic staff are given in the module documentation.

5.1.1 Equal Opportunities

Dr Sarah Gretton is the Department Equal Opportunities Officer.

The standard forum for discussion of issues regarding equal opportunities (ethnicity, gender, disability etc) is the Student Staff Committee (see § 5.3.3.2).

If you have any issues you wish to discuss regarding these issues in private please email Dr Sarah Gretton on sng8@le.ac.uk or arrange to speak to her directly.

5.1.2 Contacting Staff

The Department operates an ‘open-door’ policy for access to staff, which means that if you need to discuss a matter of serious concern your Personal Tutor can be contacted at any time during the working day. Your tutor will either be able to see you immediately or will make an appointment with you. If your tutor is not available, you should contact the Course Administrator who will make an appointment for you to see your tutor, or will arrange for you to see someone else. There is always someone available to help!

It should be noted that we do not do a formal ‘office hours’ policy as this ultimately results in less effective student-staff interaction; if a staff member is available they will be happy to speak with you! Please note if this is just a quick query (e.g. “I can’t find a copy of this textbook, can you recommend an alternative?”) they will generally be able to deal with it immediately; if you wish to discuss a more involved matter (e.g. “I am having trouble understanding a topic raised in Tuesday’s Expert Session and I’m still not sure after the Facilitation Session discussion; can we go through it again?”) it is a matter of professional courtesy to arrange an appointment in advance (if only so that they can be prepared and ensure that they assign ample time to cover the topic around other commitments).

The Course Administrator will be your first point of contact for all enquiries relating to your course. This includes matters relating to admissions, registration, enrolment, timetables and room bookings, scheduled classes etc. Notification of absences and illnesses should be directed to the Course Secretary.

If you have an enquiry about the organisation of teaching or other academic related enquiries please contact the Course Administrator in the first instance.

The Course Administrator will be available between the hours of 9.00 am and 5.00 pm, Monday to Thursday.

The Physics and Astronomy Departmental Office is open for enquiries from 9.00 am to 4.30 pm Monday to Friday.

5.1.3 Contacting Students

Our primary means of contact with you is email. You are provided with a computing and email account by the University; it is this email account that we will use to contact you. You must check this account on a regular basis (at least once a day). It is your responsibility to ensure that you have enough free storage space to send and receive emails.

Email is also the primary means by which you will submit work. You may also find it useful when attempting to contact academic staff to do so by email first.

5.1.4 Student Communications and Personal Details

The University keeps a record of your personal details such as your full name, addresses i.e. home address and term-time address, telephone numbers, personal email address and your emergency contact details. It is important to keep your details up to date as this will help you to receive information about your studies and exams and also ensure that official documents are provided to you with the correct name details.
You can check and update your details by logging-in to MyStudentRecord [http://mystudentrecord.le.ac.uk](http://mystudentrecord.le.ac.uk) using your University username and password. Click on the My Details tab and you will then be able to review and change your personal details.

It is important that you check your University email account frequently to ensure that you do not miss any important communication from the University.

## 5.2 Departmental Facilities

### 5.2.1 Safety and Security

Please see the separate *Combined Health and Safety Handbook* which can be accessed from the departmental Blackboard site. This contains information regarding evacuation procedures, first aiders, no-smoking policy, etc. as well as laboratory specific safety procedures.

When laboratories take place in the Morris Shock or Adrian Buildings you must have your Student ID card with you.

The Physics Building is open between 8:00 am – 5:30 pm Monday – Friday.

### 5.2.2 The Teaching Environment

Most teaching takes place on the first floor of the Physics Building, in Teaching Area E, Project Laboratory I, Computer Area H, Media Suite G, and the Seminar Rooms K, L, M, N, O, P, and Q (P and Q are on the ground floor).

Each Seminar Room is equipped with two PCs and an Interactive Whiteboard. The teaching rooms will be booked for you at the times specified in the timetable.

- If you need to visit the Course Administrator, his office is marked on the plan in blue.
- IT and Laboratory technicians have offices and a prep room marked in green.
5.2.3 Study Areas

It is absolutely forbidden to take food or drink into the teaching and computer rooms within the department.

5.2.3.1 Study Area E

This area (including the computer terminals) is for the use of Interdisciplinary Science and Natural Sciences students as well as Physics students. The room may be set out as a single, open plan classroom or it may be divided into two smaller teaching areas. The room is available for private study when not in use for teaching. If the room is partitioned then you may use areas which are not in use for teaching. However, you should be considerate of the classes and cause minimal disruption when walking through them.

Please note that the computers and scanners are for the use of Physics and Astronomy Department students only (but including Interdisciplinary Science, Natural Sciences, Mathematics with Astronomy and Earth & Planetary Science students taking Physics modules as well as various groups of official visitors to the Department on occasions).

5.2.3.2 Seminar Rooms K-Q

These rooms are used for scheduled small group teaching sessions. They may also be booked for private study via staff in the Physics and Astronomy Departmental Office, for meetings by students. Rooms K to O are on the first floor, P and Q are on the ground floor along the back corridor by the rocket. All rooms are equipped with interactive whiteboards or plasma screens as well as a standard whiteboard.

To use the interactive whiteboards:

- Log in to the computer which is attached to the whiteboard using your University IT account log in.
- The whiteboard software appears as a vertical toolbar hovering over your desktop. Click the top button in the toolbar to start a whiteboard session.
- The software allows you to bring up new sheets, swap back to previous sheets, and e-mail sets of whiteboard sheets as a pdf file.
- You can use the coloured pens to write or click and the eraser to rub out, and your finger to click.
- Avoid any possibility of using ink pens on the screens – do not leave them lying around.

5.2.3.3 Departmental Common Room

This is a general study and social area for staff and students. You may consume food and drink in this area on condition that you use the bins provided for any rubbish so that the area is kept completely clean and tidy.

5.2.4 Computers and Terminals

5.2.4.1 Computer Room H & Media Suite G

This houses computers and terminals available to Interdisciplinary Science, Natural Sciences and Physics students (only). These terminals will also be required for teaching during which times access will be restricted. There is also a printer and flatbed scanner in computer room H area.

5.2.5 Using the Scanners

The scanners are located in Computer Room H (one; at the back, by the window) and in Teaching Area E (two; at the far end, again by the window). The three scanners are connected to a local machine; so you will need to run the scan from the computer beside the respective scanner.

You may also wish to use the scanners in the Library; more information on their location and operation can be found here: [http://www2.le.ac.uk/library/services/copy-print-scan](http://www2.le.ac.uk/library/services/copy-print-scan).
5.2.5.1 Scan Options (Room E and H only)

To scan a document, go to the Start Menu and locate the 'Epson SCAN' software.

Load the scan software and you should see a screen similar to the following:

You have a substantial suite of options to explore with file types and resolutions (generally, the greater the resolution, the larger the file, so this is always a compromise).

With experience you will find various combinations of settings that you are happy with; it is likely that you will find different settings will be required for different purposes - at times a greater resolution may be required, at other times you might want to have the smallest size of file that remains legible.

Similarly, sometimes you may wish to acquire an image to subsequently use in another document (such as a .jpg) and other times you might want a complete document in one file in which case you should select .pdf.

Generally speaking, if you are just looking to submit a piece of work that is hardcopy (e.g. a Core Module CLE, or a handwritten Maths Unit), then the following settings should suffice:

- **Document Source**: ADF-Single Sided
- **Size**: A4
- **Filetype (on the next screen)**: .pdf (recall that all work except for certain specific pieces should be submitted as .pdf)
- **Resolution**: 96 dpi
- **All other settings**: 0, or unticked

The scan software will normally default to its most recently used settings; the settings above will therefore be the usual default, but you should always check!
5.2.5.2 Tray settings

You have the option to scan items one sheet-at-a-time (this can be useful if you are trying to make one document from several different sources) or, if your scan consists of several pages of the same time you can automate the process by selecting ADF (Automatic Document Feed). Select single-sided or double-sided as appropriate.

Make sure that you use the correct setting for the type of scan you are intending to do!

5.2.5.3 Save Settings

Once you have selected your file settings, press ‘Scan’ and you should go to the following screen:

From here you can adjust the location scanner will save the file to (so you can pop it in your personal Z drive space, or directly to a memory stick, or anywhere else convenient).

5.2.5.4 Finishing Off

Once you’re happy with that, press ‘OK’ and the scanner will work through the document.

When complete you will see this window:

You now have the option to add pages, or to resequence or rotate pages to better match how you wish the document to appear (again, for just a quick scan this will probably not be necessary).
When you have made any edits to the document you wish, hit ‘Save File’ and you are done (unless you have another document you need to scan, of course!)

5.2.6 Other rooms

5.2.6.1 Foyer

The seating area in the foyer was not designed as a work area but some students appear to like to use it for this purpose. It is also a good meeting point. There are also some seating areas on the first floor for informal meetings, most notably outside of teaching areas E/F and the laboratory prep room.

5.2.6.2 The Meetings Room

The Meetings Room (first floor) is divided into two sections. The front section, accessed from the first floor foyer, is a research facility; undergraduates are not allowed to use this except with a member of staff. The rear section may be used when not in use for departmental meetings during which times access will not be allowed. It is absolutely forbidden to take food or drink into this room.

5.3 The Degree Course

The first two years of the programme have a common structure. You take a series of core modules which run in sequence, two in the autumn term, two in the spring term and one in the summer term. Each module runs for five weeks.

Alongside the core modules run a set of supporting modules in Mathematics, Computing and Laboratory skills, and an elective programme.

In Year Three the structure is broadly similar; the elective modules are replaced with a module in research literature and advanced problem solving, and one core module is replaced by a large individual project.

5.3.1 Departmental Laptops

As of the academic year 2011-12 we are no longer issuing tablet PCs to incoming students. The rationale for this is that a significant number of students have expressed a preference for using their own laptops. If you are unable to provide your own laptop you will be provided with a reconditioned tablet PC.

Students who were originally issued tablet PCs at the start of their degree course and those students who require departmental laptop support will retain access to them as before. These students will abide by the following conditions:

The Convertible Tablet PC (“Tablet”) is the property of the University of Leicester, which is lending it to you for your personal use, from the first week of Autumn Term 2014, to the date of your final exam in Summer 2015.

Please read this document carefully, and then fill in and sign, on both copies, the statement on the second page to say that you understand and accept responsibility for the Tablet. The expectation of responsible use and care is the same for you as it is for members of staff who use University-owned computing equipment.

The Tablet is NOT insured.

You are responsible for adding it to the insurance of your personal belongings or to take the responsibility for replacing it if it is lost, stolen or damaged. The replacement cost of a tablet computer is £725.

I confirm that I have read, understood, and promise to comply with the information in this two-page document.

I agree to look after and safeguard this Tablet and the accessories provided with it (stylus, power cables,
network cables, and protective cases) from all foreseeable damage and risks.

I will not

- leave it unattended in an unlocked location
- leave it unattended in plain view (locked or unlocked)
- expose it to the risk of liquids or substances entering the case
- leave it in direct sunlight
- drop it, bump it, handle it without care, or cause it to be placed without protection in bags or boxes
- attach stickers, write on it or its case, or in any other way alter its physical appearance
- lend it to any other person

I will

- use it in accordance with the University’s Regulations, Codes of Practice and Acceptable Use for Computing Facilities (http://www2.le.ac.uk/offices/itservices/about/policies/regulations)
- keep it with me when I am in the university or travelling
- lock it in a cupboard, drawer, or car boot when it is not needed
- take it in hand luggage if I fly
- treat it carefully at all times
- return it in working order on or before the day of my last University exam in Summer 2015

I understand that if I do not comply with these requirements, I may lose the use of this Tablet (and potentially also the use of any of the University’s computing resources). I understand that the University can recall the tablet at any time and that if I leave the course, I must return the Tablet immediately.

This means that if the Tablet is lost, stolen, or damaged, I am required to pay up to a maximum of £725. If I do not produce the Tablet if requested to do so or if I do not return it at the end of the year, I understand that (unless convinced that an unpreventable crime or accident has occurred) the University will consider this as an act of theft and will take action to recover the Tablet or the cost of replacing the Tablet from me.

It is your responsibility to back up all of your data on a frequent and regular basis. In the event of the computer crashing it may only be possible to restore the operating system to the default image and all your work would be lost!

5.3.2 Personal Tutors

In common with all Leicester students, you will be assigned a Personal Tutor who will be available to you throughout your degree course as a point of contact and advisor.

First year students will see their Personal Tutor at least five times throughout the year as part of a structured tutorial programme. Returning students are required to see their Personal Tutor at least once during the year (the schedule will be distributed via Blackboard).

5.3.2.1 What does a Personal tutor do?

From discussion of academic progress, to friendly advice on personal matters; Personal Tutors are there to provide support, advice and guidance on an individual level. Common topics for discussion may include course changes, study progress, module choices, exam results, career opportunities or more personal problems such as accommodation or financial difficulties. The Department’s personal tutor system operates in accordance with the Code of Practice on Personal Support for Students: http://www.le.ac.uk/sas/quality/personaltutor.

Personal problems may appear quite minor or might seem to be major issues: in either case your tutor is there to help. Most problems are best sorted out before they grow to unmanageable proportions, so please do not delay in talking to someone.
5.3.2.2 The Personal Tutor System

There is a structured tutorial system in place for first year students. You will see your Personal Tutor five times, regularly spaced throughout the year; the meetings will last approximately 20 minutes and will address academic and professional matters such as note taking, time management and progress, as well as any pastoral issues you may wish to discuss.

This is the minimum contact you are expected to have with your Personal Tutor you are encouraged to arrange a meeting to see your Personal Tutor outside of these times if you have anything you wish to discuss.

Returning students will be required to see their Personal Tutor for a formal meeting once in each year. There will also be designated ‘tutor weeks’ in which you can opt-in to have a meeting with your Personal Tutor (via a sign-up sheet on the Noticeboard outside of Room E). The ‘tutor weeks’ will be regularly spaced throughout the year. You can, of course, arrange to see your Personal Tutor between these times if you want to address specific issues.

If talking to your Personal Tutor presents difficulties for any reason (your tutor is away at a conference, or you would prefer to talk to someone else) then you are welcome to consult any of the staff. There is always someone you can talk to!

5.3.3 Feedback from students

5.3.3.1 Student Feedback Questionnaires

You will be asked to complete a module evaluation questionnaire for each module throughout the year. These will be distributed either in the final session for a given module or at the end of the year (as appropriate). Questionnaires may be distributed on paper or electronically; in both cases the responses are anonymised.

The feedback provided via these questionnaires is very helpful and informs module review and development. Our view is that students have an important role to play in curriculum design and development (the University of Leicester promotes the Higher Education Academy’s Students as partners in the curriculum initiative) and the module evaluation questionnaires are just one part of this. Please note that considered and informative comments are the most helpful when it comes to informing module review and determining where changes can be made.

The outcome of module reviews (including response to module evaluation questionnaires) is fed back to students at the start of each academic year via published document and via the Student Staff Committee.

5.3.3.2 Student Staff Committee

Another way that students can contribute to the ongoing evolution of the programme is by becoming a Course Representative. The Student Staff Committee is comprised of Course Representatives and staff members; this committee meets regularly to provide a forum within which matters affecting the students and staff of the department can be discussed, and to foster social links and activities within the department.

The SSC meets five times a year (twice a term and once in the summer); dates can be found on Blackboard.

Should you wish to become a SSC representative for your year please contact asm9@le.ac.uk in the first instance.

Should you wish to raise any issues please contact any of the committee members (listed on Blackboard).

The SSC has a ‘rotating chairship’ to enable multiple students with the opportunity to chair the meeting throughout the year; at the end of each meeting the chairperson for the next meeting is elected.

The minutes of these meetings are publically available and are distributed via Blackboard.

For more information on the Course Representative system (including training etc) please see: http://leicesterunion.com/represent/course-reps
5.3.4 Student Society
The I-Science Society is run by students and aims to bring all years of the degree together, and anyone interested in more than one discipline, through a host of social and academic events taking place throughout the year. The £4 membership will provide you with discounts on everything from laser tag and trips to the National Space Centre to I-Science hoodies and quiz nights.

For further information on Social Events, Academic Events and the I-Science Society Committee members please see: http://www2.le.ac.uk/departments/interdisciplinary-science/undergraduate-courses/i-science-society

The I-Science Society can also be found on Facebook (https://www.facebook.com/groups/ISciSoc) and Twitter (https://twitter.com/ISciSoc).

5.3.5 Term dates

5.3.5.1 University Terms 2014-2015
- Autumn Term: 29 September – 12 December
- Spring Term: 12 January – 27 March
- Summer Term: 4 May – 26 June

5.3.5.2 University Semesters 2014-2015
- Semester One: Monday 29 September - Friday 23 January
- Semester Two: Monday 26 January - Friday 26 June

5.3.6 Teaching Timetable
The timetable will be distributed as an .ics calendar file that can be downloaded from Blackboard. This file can then be imported into your Outlook calendar and uploaded to any device capable of reading the .ics format.

A .pdf version will also be made available on Blackboard. However, it is the student’s responsibility to pay for printing costs if you want a hardcopy.

We endeavour to keep changes to the timetable to a minimum; however, occasionally changes are unavoidable. You will always be given as much notice for such changes as is possible (notification will occur via email). Please note that sessions may be scheduled any time between 9:00am – 6:00 pm Monday – Friday (except Wednesdays) and 9:00am – 2:00pm Wednesday. You should avoid part-time work shifts that occur during these periods.

Attendance at timetabled sessions is compulsory; it is not acceptable to use the change of the schedule as a reason for non-attendance unless you have informed us of the problem beforehand.

5.3.7 Attendance
Attendance will be recorded in the following way: Classes start at 5 minutes past the hour giving 5 minutes to get ready. At this time you will recorded as attending if you are present and ready to begin. Students arriving after the class has begun will be marked as late (i.e. 50% attendance, counting towards the limit of two absences; see below). Students arriving after the half hour mark will be recorded as absent.

The regulations regarding absence as a result of illness follow those outlined by the University in § 6.1.1 and § 6.1.2 of this document.

A pastoral care framework is in place to monitor student absences so that any issues can be dealt with at an early stage. It is a good idea to consult your personal tutor if you have, or think you might have, a problem. If, for any reason, this presents difficulties (your tutor is away at a conference, or you would prefer to talk to someone else) you can consult any of the staff. There is always someone you can talk to!
If you are going to miss a class/exam due to illness it is your responsibility to inform the department as soon as possible (and preferably before the session if at all possible). Absences should be reported via the online form located at:

http://www2.le.ac.uk/departments/interdisciplinary-science/current-student-resources

If for some reason you are unable to access this form you should email or telephone the department (contact see § 5.1) and complete the form at the earliest possible opportunity. Please note absences due to illness of more than one week must be supported by a doctor’s note.

The attendance pastoral process is as follows:

A single unexplained absence

The Course Secretary will send an email at the end of the working day to inform you that you have an unexplained absence. This absence must be explained face-to-face with the Course Secretary as soon as possible, an email alone will not be accepted. If the absence is not satisfactorily explained it will affect the mark you will receive for any group deliverable for that module.

Multiple absences due to illness (short term)

In the first instance you should email the Course Secretary to inform them that you will be absent for several days (in addition to completing the form). As soon as you are well you must confirm the reason for your absence to the Course Secretary face-to-face and provide relevant medical documentation (i.e. doctor’s note).

Multiple absences due to illness (long term)

If you accrue numerous absences due to illness over an extended period of time you will be asked to attend a meeting with your Personal Tutor or the Senior Personal Tutor as appropriate (depending upon your circumstances) to discuss the impact on your studies and whether there is any support that the University can provide to help you.

If it is necessary for you to be absent for an extended period of time (and this is supported by medical documentation) you will not need to complete the online form every day. However, please note that any lengthy period of absence must be discussed with Personal Tutor or the Senior Personal tutor.

If the absence is due to an acute flare up of a chronic condition you should report via the online form as described above.

Multiple unexplained absences or persistent absence

If you accrue multiple unexplained absences or are persistently absent you will be asked to attend a meeting with the Senior Personal Tutor to discuss the impact on your studies. A variety of support mechanisms will be discussed and a plan to improve your attendance and therefore studies will be discussed.

If you do not attend this meeting then you will be asked to meet with the Course Director to explain your situation.

If the situation does not improve:

If you continue to miss sessions and you have made no attempt to carry out the plan discussed with the Senior Personal Tutor then you will be asked to meet with the Course Director to explain the situation. A verbal warning will be issued, the impact on your studies will be discussed and potential future sanctions explained.

If you do not attend this meeting or do not improve your attendance then further sanctions may be imposed including formal letters of warning from the Department or initiating the Neglect of Academic Obligations (§ 6.1.9) process.
5.3.7.1 Attendance and its effect on module marks.

Group work forms a significant part of the programme. To ensure the group mark is fairly awarded to individual members we use two approaches.

(i) the facilitation sessions provide the formal basis for group work. Attendance is compulsory as with other classes; however, the importance of these sessions is such that any unexcused absence will be accounted for in the following manner:

Any absences without satisfactory explanation will result in a deduction of the marks awarded for group deliverables; students who miss more than 2 sessions without providing a legitimate reason agreed in advance of the sessions will have their core module group work mark capped at 40%. (See the Assessment Handbook)

(ii) by peer assessment. A peer review form (see § 5.5.8) should be submitted where an individual believes that the group members have not made equal contributions to group deliverables outside of the formal classes. This process is confidential.

5.3.8 Submission of Coursework

For details of the method for submission of work please see the Assessment Handbook.

You should make sure that you submit all assignments by their due dates - please ensure you familiarise yourself with the University’s regulations on late submission of coursework, including penalties for late submission. These regulations can be found here:

http://www.le.ac.uk/sas/assessments/late-submission.

Should you experience a sudden illness or other serious unforeseen event or set of circumstances that prevent the submission of work, you should notify the Department immediately and submit the work at soon as possible after this.

Please see the regulations on mitigating circumstances (§ 6.1.2) for complete detail on what constitutes mitigating circumstances, the procedure for submitting necessary evidence, and the possible outcomes with regards to allowances that can be made.

5.3.8.1 Monitoring the Submission of Coursework

A pastoral care framework is in place to monitor coursework submission so that any issues can be dealt with at an early stage. It is a good idea to consult your Personal Tutor if you have, or think you might have, a problem. If, for any reason, this presents difficulties (your tutor is away at a conference, or you would prefer to talk to someone else) you can consult any of the staff. There is always someone you can talk to!

You should (be aware) that the completion of all pieces of coursework is a crucial part of your studies and that non-submission of coursework may be regarded as Neglect of Academic Obligations (see § 6.1.9).

The submission pastoral process is as follows:

A single non-submission

The Course Secretary will send an email at the end of the working day to inform you that it has been recorded that you have missed a submission.

Multiple non-submissions

If you fail to submit multiple assessment pieces you will be asked to attend a meeting with your Personal Tutor or the Senior Personal Tutor (as appropriate to the circumstances) to discuss the impact on your studies. A variety of support mechanisms will be discussed and a plan to improve your submission rate and therefore studies will be discussed.
If you do not attend this meeting then you will be asked to meet with the Course Director to explain your situation.

In the event that illness prevents either the completion or submission of a piece of coursework, please consult the University Regulations on Illness and other Mitigating Circumstances (see http://www2.le.ac.uk/offices/sas2/regulations/mitigation). You should inform the Course Administrator immediately (before the deadline has elapsed at latest) and submit the fully completed form found at the web address listed above as soon as possible. The pertinent information is summarised below but please see the Regulations for full details.

Persistent unexplained non-submission

If your submission record persists and you have made no attempt to carry out the plan discussed with the Senior Personal Tutor then you will be asked to meet with the Course Director to explain the situation. A verbal warning will be issued, the impact on your studies will be discussed and potential future sanctions explained.

If you do not attend this meeting or do not improve your submission rate then further sanctions may be imposed including formal letters of warning from the Department or initiating the Neglect of Academic Obligations (§ 6.1.9) process.

Summary of the regulations regarding Late Submission of Coursework and Mitigating Circumstances:

- If you are aware in advance of any significant event that will disrupt your studies (e.g. a medical operation) you should inform the Course Administrator immediately.
- If you suffer a sudden illness, or comparable event (e.g. bereavement) you should inform the Course Administrator immediately.
- You must submit a fully completed Notification of Mitigating Circumstances form with appropriate evidence (e.g. doctor’s note), which must be received within one week of the elapsed deadline at the latest.
- You should submit the coursework as soon as possible.
- The Department’s Mitigating Circumstances Panel will decide the validity of the case.
- If there are not sufficient grounds for mitigation the standard penalties for late submission will apply.
- If there are sufficient grounds for mitigation, the Panel will decide the appropriate course of action. Please refer to Senate Regulations 7.111 and 7.112 (www.le.ac.uk/senate-regulation7) for a list of possible outcomes.

In all cases where a submission deadline will be missed you should inform the Course Administrator and the Course Secretary immediately.

5.3.9 Returning Coursework

The Department complies with the University’s policy for the return of marked coursework (see http://www.le.ac.uk/sas/quality/student-feedback/return-of-marked-work for details of the full policy:

General principles:

- Feedback and provisional grading on coursework will be returned within 21 days of the submission date for campus-based programmes.
- In exceptional circumstances where this is not possible, you will be notified in advance of the expected return date and the reasons for the longer turn-round time and where possible staff will provide some interim feedback: for example in the form of generic feedback to the class regarding common errors and potential areas for improvement.
5.3.10 Personal Development Planning

Personal Development Planning (PDP) is designed to enable you to think about, and plan for, your own personal, academic and career development. Throughout your degree you will be encouraged to reflect on your progress and achievements, and to identify areas you wish to develop and improve on. PDP will help you to:

- recognise the skills and abilities you are developing;
- identify areas for improvement and development; and
- think about how you can improve your employability and career prospects.

To find out more about how the Department supports PDP, please see the Method and Techniques: Skills module handbook for more details or chat with your personal tutor. In addition, Learning Development provides some more general information about what PDP is, and how you can engage with it: www2.le.ac.uk/offices/ld/personal-development-planning-pdp.

5.3.11 Change of Course/Module

Discuss your options with your personal tutor and the course administrator if you are considering a change of course or module. Changes of course or module require approval by your department and the University’s Registry and will only be allowed in certain circumstances. See http://www.le.ac.uk/sas/courses/transfercourse or http://www.le.ac.uk/sas2/courses/transfermodule for details of the procedures involved and deadlines that apply.

5.3.12 Departmental Prizes

The Centre for Interdisciplinary Science awards the following departmental prizes:

The Interdisciplinary Science Prize

Awarded for outstanding performance in final year of degree.

Year Three Project Prize

Awarded for the highest scoring third year Project.

Year Two Prize

Awarded for the highest average year mark for a Year Two student.

Distinguished Performance Year One Prize

Awarded for an outstanding piece of individual coursework in Year One, as decided by the Teaching Committee.

5.4 Module Structure

Each core module centres round a theme or topic which is interdisciplinary in nature. Activities within the module will address the key concepts and issues which the topic embodies. The themes are drawn from real-world areas of scientific interest and aim to engage the students at an appropriate level by posing ‘problems’ – scenarios which require the students to gain knowledge and skills in order to address the issues raised by the problems.

Each core module runs for five weeks; four weeks of timetabled activities containing a number of hours of scheduled contact time and a fifth week that is for completion of coursework and assessment activities.

Contact time usually falls into one of the following types of session:

- Research Planning Sessions
- Facilitation Sessions/Workshops
- CLE Tutorials
• Expert Sessions
• Laboratory Sessions
• Support Sessions
• Field Trips
• ‘Live’ Assessment

Descriptions of each type of activity follow below.

5.4.1 Research Planning Sessions
At the start of each core module you will attend an initial one hour session, normally on the first Monday of the module. Students are required to attend this session and must account for any absences. In this session students and relevant facilitators will discuss the Problem Statement(s) in small groups and as a whole class. The session aims to capture your initial ideas regarding the Problem Statement(s). It will also provide you with an overview of the module before you attend facilitation sessions/workshops allowing you to identify your specific learning issues and therefore structure your research.

5.4.2 Facilitation Sessions/Workshops
There are usually two facilitated sessions/workshops per week, a two hour session on Tuesday and a one hour session on Thursday, totalling twelve hours per module. Students are required to attend all facilitated sessions and must account for any absences. In a facilitated session, groups meet with a facilitator to discuss progress and advance the problem. Students should arrive having done the preparation for the session and should leave with a clear plan for how to proceed.

5.4.3 CLE Tutorials
There will normally be a single two hour session each week where feedback will be given on the previous week’s Core Learning Exercise (CLE) question set. The session will consist of two sections. In the first section students will be assigned to groups and peer-mark a selection of short-answer questions under the supervision of the tutor. In the second section the tutor will provide detailed feedback on the longer-answer questions from that week’s question set. In this section students may be asked to present their own answers to the class with the support of the tutor. You will only be asked to present questions which you have done well in. If there is a question that all of the class have struggled with then the marker will work through it. However, this is not an excuse to wait for a ‘model’ answer from the marker!

5.4.4 Expert Sessions
Usually one to two hours long, there will be on average two expert sessions per week. The expert will be a member of academic staff who has specialist subject knowledge relevant to the problem. Often more than one expert is involved in a module and they will have been involved in the authoring of the module.

The format of an expert session will vary depending on the expert’s own preferences. Typical formats include:

• A question and answer session
• A formal or informal discussion
• A lecture

All of our teaching staff are experts in their areas of research. Occasionally, the role of facilitator and expert coincide and you may find that your module’s expert will take some of the facilitated sessions.
5.4.5 Laboratory Sessions

The location and duration of laboratory sessions varies according to practical needs, though they are generally scheduled on a Wednesday or Friday morning. Students are required to attend all laboratory sessions and must account for any absences. For more information see your Laboratory Handbook and laboratory schedule (on Blackboard).

5.4.6 Support Sessions

Alongside module content, you will also attend support modules which concentrate on four areas:

- Mathematics
- Computing
- Transferrable/professional skills
- Reflective Practice/Personal Development Planning

Aside from practical work students will have several hours of support material per week which will relate to competencies needed for your development as a professional scientist.

5.4.7 Field Trips

Some modules include field trips. These are usually run by the associated subject experts and will follow the format of a typical field activity for the expert’s home department.

5.4.8 ‘Live’ Assessment Sessions

As part of your programme you will be asked to make a variety of oral presentations, including formal talks with slideshows, academic poster presentations, interviews and vivas (oral examinations). Where a module includes a presentation these will be listed in the module documentation and scheduled in your timetable.

Presentations will be marked according to the assessment criteria usually by more than one member of academic staff (see the Assessment Handbook for more information). The dissemination of science to colleagues, peers and members of the public is an ever-increasing part of a scientist’s work, and the skills required to do this effectively are extremely applicable to most if not all careers. Oral presentations are to assess your skills in this area and an opportunity for you to demonstrate that you can express yourself clearly and coherently.

5.5 Teaching Methodology

Teaching in the degree is based around a learning methodology called “Problem-Based Learning” (usually abbreviated to PBL). PBL puts students at the centre of the learning process, and emphasises learning and research, not teaching, as the key classroom activity.

This method is used worldwide for a wide range of subjects, but originated in Canada where it was developed for teaching medicine. There are many varieties of PBL; the system used in the degree has been developed specifically for our context.

5.5.1 Problem Based Learning

The key features of PBL are:

- Student-centred, research-led learning
- Group work, peer support, and mentoring
- Real-world, open-ended, provocative scenarios, usually called ‘problems’
- Acquisition of knowledge, skills, and competencies in context
• Development of ‘professional’ habits, skills, and attitudes
• Varied assessment which is aligned with core activities
• Tutors as guides or facilitators, not as lecturers or demonstrators

PBL fits the vision behind the degree in many ways, but there are three key points which make it a particularly suitable strategy:

**PBL addresses the diversity of student knowledge**

Students arrive at University with a wide range of knowledge and skills. In PBL you identify your own existing knowledge, then construct your own list of learning issues to address the gap between what you know and what you need to know to solve the current problem.

**PBL models the way scientists work**

One way of describing the PBL methodology is as a ‘degree by research’ because the approach mirrors the way that research students work for their PhD, and to a great extent how professional scientists work also. In working towards a PhD, students are posed open problems. They rely on their own planning abilities, as well as support from their supervisor and colleagues, to investigate the problem. They have the option of following a number of different lines of research, have to make decisions about methods, and must analyse and draw meaningful conclusions from their results. Research scientists may find that they have to work with colleagues from other disciplines, or may have to expand their own subject knowledge significantly as their research takes them into new areas. PBL follows similar processes.

**PBL allows you to investigate real issues**

Many of the most important issues facing us today sit on the boundaries between traditional disciplines and cannot be understood or addressed without interdisciplinary knowledge and/or collaboration between discipline specialists. These problems are of interest to us because they represent issues which concern us as individuals: climate change, ecology, the media’s interpretation of scientific results, sustainable development, and scientific ethics are all examples of such areas. The answer to a PBL problem is not just ‘a number calculated to gain marks in an exam’, but might instead be used to inform a discussion or to make a decision about how to proceed in the next section of work.

### 5.5.2 Problems and Scenarios

The starting point for a problem is a scenario which performs four important purposes:

• To engage your curiosity
• To give you a role, stance, or point of view from which to work
• To trigger investigation of learning objectives
• To define deliverables

Progress towards the successful completion of a problem is performed not at random but following a process which is analogous to time or project management in real world projects.

Working on a problem may take an hour, a day, a week, or a whole module. You and your group members must plan your time wisely and work together efficiently to produce good results. When you read your first PBL problem, you may feel that you don’t know how to begin, or that you should know the answer but don’t. Don’t worry. There is plenty of help available!

### 5.5.3 What is a facilitator?

We use the word ‘facilitator’ to describe a person who guides students through problems on a day-to-day basis. A facilitator is generally a Teaching Fellow with an expertise in one of the core science subjects but they may also be a Lecturer/Professor, a post-graduate student, or an external academic. Often there will be more than one...
facilitator associated with a module, in which case the duties will be divided by the facilitators to suit their expertise.

The key responsibility of a facilitator is to foster a productive and engaging learning environment.

The duties and responsibilities of a facilitator in a core module include:

- Keeping an attendance record.
- Guiding group(s) through the module using the PBL process.
- Developing professional behaviour, skills, and attitudes in students.
- Aiding students’ understanding of the learning outcomes of the problem.
- Performing process assessment and giving formal and informal process feedback.
- Marking some written work.
- Ensuring that all the module requirements are met.

5.5.3.1 What is the difference between a facilitator and a tutor/lecturer/demonstrator/teacher?

The primary role of the facilitator is to guide the PBL process – a process which should lead you towards finding and structuring your own knowledge. A successful facilitator does not short-cut this route by passing on knowledge directly which it would benefit you to work towards yourself, but instead asks you questions and challenges your understanding in such a way that you fulfil the learning objectives that you have set yourself.

However, a facilitator can be a resource for knowledge in the same way that a book, website, or lecture is a resource. The key point is that you must first identify the need and purpose of knowledge, and you must plan how to apply that knowledge to the problem. It also means that PBL does not preclude the idea of lectures (which are an activity which you may find occasionally in the schedule), but requires you:

- To know why you are going to the lecture
- To have a good idea of what you want to get out of it
- To have identified how the lecture applies to the problem

These same ideals applies to reading books, visiting websites for research, and to less formal ‘direct teaching’ which your facilitator may decide to use on certain occasions.

5.5.4 The LEICESTER Strategy

The purpose of the strategy is to structure the way you attack the problem (the ‘process’), to offer your facilitators the chance to guide your activities towards the desired learning objectives, and to encourage professional methods and attitudes towards solving ‘difficult’ real-world-like problems.

Each step of the LEICESTER strategy therefore has an important role in progressing towards successful problem outcomes. It has been designed specifically to guide you through the problem in a useful, reflective, and productive way. It does this by asking you to:

- Slow down and do not jump to ‘trivial’ solutions
- Identify connections between the present subject area and previous learning
- Identify your own list of useful knowledge to pursue
- Be guided, through the iteration of the strategy, to deepen and/or broaden your knowledge
- Work with your group members and share knowledge: explaining a difficult concept to someone else really helps you both
• Plan what you are doing, how you will manage it in the time available, and how you will ‘quality control’ your work.

The strategy has nine steps which can be remembered by the acronym LEICESTER. Note that ‘you’ relates to the individual and the group as a whole.

**Locate the problem**

What are you being asked to do? What is the central issue being raised? What are the final outcomes/deliverables that you need to produce?

A good 'Locate' statement should:

• Keep to the point and state the situation succinctly in one short paragraph.
• Describe both the purpose of the task and your role.
• Describe the audience and their expectations for the task.
• Indicate the standard and/or level of performance required for success.
• Provide a suitable basis for planning the task.

**Existing knowledge**

What do you already know? Do you have any prior experience of this topic?

A good ‘Existing’ summary should:

• Cover the expected range of content knowledge from the relevant module.
• Include skills pertinent to the task which you should have already acquired throughout your academic career.
• Indicate areas and level of knowledge rather than just ‘knowledge of’.

**Identify learning issues**

What do you need to know in order to respond to the problem statement? What new topics do you need to learn to understand the problem and respond at the appropriate level? What skills will you need in order to complete the task?

A good ‘Identify’ summary should:

• Cover all the gaps left identified in the ‘Existing’ content and skills.
• Identify practical information (e.g. how long is the deliverable to be?) that may be lacking in the scenario.
• Identify explicitly the type and level of information required.
• Cover the objectives in ‘Locate’ statement.
• Cover any personal development or skills development needed to act in the role defined by the scenario.

**Course of action**

How can we find out the required information? Who/what do we need to consult to find out this information? How will you divide up the tasks? Can anything be tested by experimentation?

A good ‘Course’ summary should:

• Account for the module deadline.
• Acknowledge realistically the time tasks will take.
• Provide time for analysis of results and research.
• Cover each aspect of the task and each issue raised in the ‘Identify’ summary.
• Cover contingency or likely risks to the project.
• Ensure that the finished product will be fit for purpose.
• Include checking or editing or reviewing procedures that are suitable for the intended audience.
• Form the basis of a successful working environment for the group.
**Enquiries and/or experiments**

This is where the work takes place!

Are the listed enquiries/experiments;

- Advancing progress towards the deliverables?
- Advancing progress towards personal understanding of the learning objectives?
- Being carried out in a professional manner?
- Being documented in a professional manner?
- Being completed in a timely way?

**Share results**

Get together as a group and bring the newly acquired knowledge and skills together; summarise fresh information for the group.

Has each group member;

- Made an effort to bring useful information back to the group?
- Explained new information clearly and succinctly?
- Explained how the new information makes progress towards the problem?
- Welcomed and responded to questions?
- Listened attentively and actively to others and ask useful questions?

**Theorise**

How can you apply what you know to the problem? Are there useful links between what you have brought back? Has a new angle emerged? Are all the results consistent?

Considering the new information which has emerged;

- How does it relate to the problem?
- Has it raised new lines of enquiry?
- How does it fit together?
- What does it suggest as a next step?

**Evaluate progress against target**

Have you achieved what you needed to in this module? Do you need to do more? Is the work up to the required standard? What can you learn from the process of working on this? How much more time do you have to complete your goals?

**Repeat, Report, Reflect**

If the target has been reached: Produce or perform the endpoint of the problem – the ‘product’. If the target has not yet been achieved, or if the group is ‘stuck’: Repeat the scheme to make further progress. Review notes and activities, reflecting on learning and the development of skills.

**5.5.5 Group Action Plans**

It is very easy to dive head long into a module and lose sight of what you are actually supposed to be doing. To help you structure your time effectively we ask that you maintain a Group Action Plan (GAP) in the final weeks of each module, whilst you are writing your Deliverables. GAPs are not intended to be an ‘additional task’ to the Deliverables; they should instead replicate how you would operate as a professional scientist and prompt you to reflect upon what you are doing. They will function as a:

- Planning facility.
- Summary of your editing/review process.
GAPs will be assessed by a facilitator; for a detailed mark scheme see the Assessment Handbook.

The GAP represents a ‘contract’ between group members detailing their responsibilities for production of work. Any Peer Review submissions will not be accepted without a complete and appropriate GAP and supporting documentary evidence where requested (e.g. deliverable drafts etc).

### 5.5.5.1 What should be included in a GAP?

The following information should be included in a GAP document:

**Locate the Problem statement**

This should be a copy of the “Locate the Problem” statement from your LEICESTER strategy (see § 5.5.4). It should be a short paragraph outlining what the problem statement is prompting you to do, who your audience is and how you are going to respond to it.

**Plan/Outline of the Deliverable(s)**

This should be a list of headings outlining the structure of your deliverable with a very brief explanation of the contents.

**Assignment of tasks/ Minutes of group meetings**

You may structure this section however you wish but it must be clear who has been assigned which task and when they have to complete it by.

**Editing Reviews**

It is natural that longer Deliverables will be broken up into separate sections that will be written by different group members. Whilst this may be an effective division of labour it does not help you to learn the material, nor does it help you to write a single cohesive document. Therefore each draft section written must be reviewed by at least two other group members; to ensure that these group members are being diligent in their reviews they should write a few reflective sentences on what they have edited. Note that this means you will have to provide drafts of your work in sufficient time for someone else to not only review it but for you subsequently to effect any necessary changes.

It is expected that a GAP should only be 2-sides of A4 in length, though it may be longer if you want to include more detail. You should not waste time editing it down to exactly 2-sides of A4 nor should you submit a document that is longer than your Deliverables! Remember that this is a planning and reflection document.

You may create and maintain your Group Action Plan however you wish (hardcopy, wiki, Word document) but the final version should be saved a pdf according to the following convention.

Module_GAP_GroupLetter.pdf

and returned via email (iscience@le.ac.uk).
5.5.5.2 Example GAP

We have provided a fictional example GAP based on the Origins of Science trigger essay to illustrate what we are looking for. Please note additional authors have been added to indicate how a normal sized group should operate.

Group A: Derek Raine, Sarah Symons, Cheryl Hurkett and Dylan Williams

Locate the Problem (LtP)

We must produce a short essay (6-8 pages) to present to first year undergraduate students as 1) an introduction to a range of scientific disciplines and 2) to prompt them to think about science in the context of Ancient Egypt. The essay should also be an example of ‘good practice’ when it comes to structuring and writing an essay (including citations!). This must be completed by 13/8/2014.

Essay Outline

- Title: “Air, Water, Earth and Sky: The Origin of the Sciences in Ancient Egypt from a Modern Perspective”.
- Abstract
  Write this once the rest of the essay has been completed: All to write by 12/8/2014 (at the final group meeting).
- Introduction
  Provide context for the essay i.e. outline the beliefs of the Ancient Egyptian people and how this affected their view of what we now consider to be science (LtP). Examples of Gods/Goddess? Derek and Sarah to write, Dylan and Cheryl to review.
- Geology
  Broad description of the geology of Egypt; highlight the Nile in relation to the rest of the country. How has the geology changed over time? Why was this particular geology so beneficial to the Egyptians? Derek to write by, Sarah and Cheryl to review.
- Astronomy
  Astronomy was key to predicting when the Nile would flood: explain how the Egyptians did this using Sirius/Sopdet. Explain evidence. Contrast with Babylonia? Sarah to write, Cheryl and Derek to review.
- Physics
  What tools, using simple physical principles, did the Egyptians use (shaduf etc)? Outline concepts related to transport on the Nile. Cheryl to write, Derek and Sarah to review.
- Biology
  Highlight the importance of water in biological processes without going into too much detail. Desiccation and mummification. Outline the importance of domesticated crops found in ancient Egypt. Parasites and bacteria in the Nile. Dylan and Cheryl to write, Derek and Sarah to review.
- Chemistry
  Outline the use of lead compounds in Egyptian makeup and discuss the interactions of lead at the cellular level. Dylan to write, Cheryl and Sarah to review.
- Conclusions
  This section will be written in final meeting by All. 12/8/2014.


Minutes (Note taker: Sarah)

30/07/2014 (First meeting)

Everyone present. Agreed on the broad subjects/sections that we wanted to include in the essay. Sections assigned to group members. Everyone to go away and produce a bullet point list of what they wanted to include in each section.
02/08/2014

Everyone present. Looked at everyone’s bullet point lists. Each section will have far too much content if we keep all the points, so we culled some points.

06/08/2014

Everyone present. A quick progress meeting to see if anything we’ve learnt in week 4 can/should be added to the essay. Sharing weblinks and books found in the library, we probably won’t use all of them.

10/08/2014

No ‘formal’ meeting but drafts sent out to reviewers.

11/08/2014

Cheryl not present due to doctor’s appointment. Written reviews returned to original authors (see below) and verbal feedback given. Quick discussion on changes needed. Emailed reviews/relevant comments to Cheryl. Everyone told to write down 1-2 points they want to put in the Conclusion section ready for tomorrow.

12/08/2014

Everyone present. Final drafts read out and final (minor) edits suggested by everyone. Conclusion and Abstract written. Final draft to be neatened up (consistent heading styles etc) by Cheryl. Coversheet signed. Final draft sent 5pm.

Editing Reviews

Introduction

Dylan: This section is good but I picked up on a few spelling mistakes. I’ve also suggested a way to rephrase a few of the sentences (see email).

Cheryl: Could we include more references to specific gods/goddesses, as they are always interesting? I like the paragraph explaining the link between kemet and chemistry.

Geology

Sarah: Overall this draft is good but could more emphasis be placed on the materials/tools used to shape the various minerals?

Cheryl: Including the quarry map of Wadi Hammamat is a good idea but it’s a little bit too small to read – can we make it larger in the final document? Is it worth including a map of Egypt as a whole?

Astronomy

Cheryl: At first it seemed strange that you were talking about the Nile in such detailed (seemed like it should be in the geology section) but it does provide good context for the astronomy discussion.

Derek: The first paragraph seemed too long. I’ve suggested a few edits to make it shorter (see email).

Physics

Derek: Overall this section is ok but be careful of providing too many worked examples – we want the students to do this themselves. Just provide the material to prompt them.

Sarah: There is a really good tomb painting that could be used to illustrate Nile transport, I’ve emailed you the link. I think you need to slim down the section on the ‘air conditioning’ provided by the Nile.

Biology

Derek: This section covers a lot of topics but I think a good balance has been struck between the level of detail and the word count restriction.
Sarah: It would be good to include a brief discussion on the evidence for farming developing independently in Egypt versus importing the idea from the near East.

Chemistry

Cheryl: Some of the paragraphs appear to be very long; I’ve made some suggestions about splitting them up into several smaller paragraphs, with some minor rewrites (see email).

Sarah: I didn’t see the Dioscorides quote we discussed in an earlier meeting – I think we should include it in the first paragraph as it provides good context for the rest of the section.

Conclusions

- No reviews as this was written as a group.

Final (compiled document) read and agreed by all. Minor formatting issues corrected (blank pages removed)

5.5.6 Deliverable Working Group Allocation

The Deliverable Working Groups are assembled primarily on the basis of proven attainment; groups being comprised of students with similar levels of attainment.

This is determined (with one exception, see below) entirely from Individual marks from Core modules from that academic year (i.e. there is no group component in this calculation).

When the groups are allocated for each module, a rolling average is calculated for each student from all of the individual marks achieved in that year’s core modules to date with each component given appropriate weighting.

The exception to this is in the first module of each year where the average is generated from the first CLE and the previous year’s total mark.

Students are then ranked in order by this average and divided into groups as evenly sized as the class allows; the maximum size being four in all but the most unusual cases.

This is essentially it; there is occasionally a minor adjustment made to the basic allocation. This might be to take account of specific issues identified by peer review or by facilitator observation, or – where all other constraints are satisfied – to introduce some variability into the groups between modules.

5.5.7 Deliverable Cover Sheets

The University takes academic honesty very seriously. As part of the submission process for each deliverable we require you to declare that the work is your own and not plagiarised on a coversheet (please download from Blackboard) and submitted as a separate file alongside the piece of work. This must be signed by all people contributing to the deliverable.

Please note: signatures are required; typed names are not acceptable.

5.5.8 Peer Review Forms

The purpose of Peer Review is to encourage you to reflect upon your group practice, and to allow you the opportunity to express your views on your group function for each group deliverable. Please complete one copy of the form for each group deliverable.

The blank Peer Review form can be found on Blackboard. Please complete the form fields Name, Module (the module code will suffice), Group letter, and the Deliverable title, and input the names of the other members of your group in the spaces provided.

Each member of the group is then given a peer review score, according to the criteria below (this is not intended to take you a large period of time).
Save it according to the following convention (if you are unsure how to complete any of these terms, please see the Assessment Handbook).

Module_PR_GroupLetter_DeliverableNumber.pdf

and return via email (iscience@le.ac.uk).

Any non-submissions will be treated as “3” (that is, if you do not return a form, we will assume that you considered all of your fellow group members’ contributions to be satisfactory). Obviously, this also means that there is no need to return a form if you consider all members’ contributions to be satisfactory.

Retroactive Peer Review Forms are not acceptable – any forms must be received no later than one week after the deadline of the deliverable they refer to.

Please take into account that peer review is a factor in the mark that will be received by a group member for a group deliverable.

5.5.9 Extension Tasks

Extension Tasks provide an opportunity for talented students to explore facets of scientific theory beyond the core program. The additional work these require is rewarded by additional credit. This takes the form of an increased module mark.

The adjustment to the module mark is dependant both upon the mark awarded for the extension task itself, which is marked according to standard deliverable criteria, and the original module mark. Therefore the extension tasks are not a means to boost poor module marks; low module marks will gain very little reward from extension tasks. Students who are obtaining low marks should therefore direct their efforts into obtaining a better module mark.

For more information see the Assessment Handbook.
### 5.6 Module Credit Guide Academic Year 2014-2015

For details of the breakdown of the assessment within each module see the Assessment Handbook.

#### 5.6.1 Year One

Year mark = credit weighted average of module marks.

<table>
<thead>
<tr>
<th>Year Total</th>
<th>Core Modules</th>
<th>Support/Skills Modules</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 Credits</td>
<td>75 Credits</td>
<td>35 Credits</td>
<td>10 Credits</td>
</tr>
</tbody>
</table>

- **Core Modules**
  - NS1011 – Origins of Science
    - 15 Credits
  - NS1012 – Introduction to Biochemistry and Chemistry
    - 15 Credits
  - NS1013 – Ecology
    - 15 Credits
  - NS1014 – Solar and Planetary Science
    - 15 Credits
  - NS1015 – Neuroscience and Computation
    - 15 Credits

- **Support/Skills Modules**
  - NS1021 – Methods and Techniques I
    - 10 Credits
  - NS1022 – Mathematics for Science I
    - 10 Credits
  - NS1023 – Laboratory Science I
    - 15 Credits

- **Electives**
  - NS1051: Management for Science A
    - OR
    - NS1052: Mathematical Modelling A
      - OR
      - NS1054: Science Communication A
        - OR
        - NS1062: Advanced Study Ib
          - 5 Credits
  - OR
    - NS1053: Sustainable Futures A
      - 5 Credits
### 5.6.2 Year Two

Year mark = credit weighted average of module marks.

<table>
<thead>
<tr>
<th>Core Modules</th>
<th>Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 Credits</td>
<td>120 Credits</td>
</tr>
<tr>
<td>15 Credits</td>
<td>15 Credits</td>
</tr>
<tr>
<td>NS2012 – Astrobiology and Astrophysics</td>
<td>NS2012 – Astrobiology and Astrophysics</td>
</tr>
<tr>
<td>15 Credits</td>
<td>15 Credits</td>
</tr>
<tr>
<td>NS2013 – Chemistry in Drug Design</td>
<td>NS2013 – Chemistry in Drug Design</td>
</tr>
<tr>
<td>15 Credits</td>
<td>15 Credits</td>
</tr>
<tr>
<td>NS2014 – Forensic Science</td>
<td>NS2014 – Forensic Science</td>
</tr>
<tr>
<td>15 Credits</td>
<td>15 Credits</td>
</tr>
<tr>
<td>NS2015 – Biophysics, Physiology and Metabolism</td>
<td>NS2015 – Biophysics, Physiology and Metabolism</td>
</tr>
<tr>
<td>15 Credits</td>
<td>15 Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support/Skills Modules</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 Credits</td>
<td>10 Credits</td>
</tr>
<tr>
<td>NS2021 – Methods and Techniques II</td>
<td>NS2051: Management for Science B</td>
</tr>
<tr>
<td>10 Credits</td>
<td>OR</td>
</tr>
<tr>
<td>NS2022 – Mathematics for Science II</td>
<td>NS2053: Sustainable Futures B</td>
</tr>
<tr>
<td>10 Credits</td>
<td>OR</td>
</tr>
<tr>
<td>NS2023 – Laboratory Science II</td>
<td>NS2061: Advanced Study Ila</td>
</tr>
<tr>
<td>15 Credits</td>
<td>5 Credits</td>
</tr>
<tr>
<td>NS2052: Mathematical Modelling B</td>
<td>NS2052: Mathematical Modelling B</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>NS2054: Science Communication B</td>
<td>NS2054: Science Communication B</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>NS2062: Advanced Study IIb</td>
<td>NS2062: Advanced Study IIb</td>
</tr>
<tr>
<td>5 Credits</td>
<td>5 Credits</td>
</tr>
</tbody>
</table>
### 5.6.3 Year Three

Year mark = credit weighted average of module marks.

<table>
<thead>
<tr>
<th>Core Modules</th>
<th>Support/Skills Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 Credits</td>
<td>20 Credits</td>
</tr>
<tr>
<td>NS3016 – Evolution</td>
<td>NS3021 – Methods and Techniques III</td>
</tr>
<tr>
<td>15 Credits</td>
<td>5 Credits</td>
</tr>
<tr>
<td>NS3017 – Molecular Cell Biology and Nanoscience</td>
<td>NS3022 – Mathematics for Science III</td>
</tr>
<tr>
<td>15 Credits</td>
<td>10 Credits</td>
</tr>
<tr>
<td>NS3018 – Sensing and Signalling in Biology and Physics</td>
<td>NS3023 – Laboratory Science III</td>
</tr>
<tr>
<td>15 Credits</td>
<td>5 Credits</td>
</tr>
<tr>
<td>NS3019 – Paleoclimate and Climate Modelling</td>
<td></td>
</tr>
<tr>
<td>15 Credits</td>
<td></td>
</tr>
</tbody>
</table>

**Year Total**

120 Credits

- **NS3015: Research Project III**
  - 30 Credits

- **NS3030: Interdisciplinary Research Journal**
  - 10 Credits

### 5.6.4 Year Four

Year mark = credit weighted average of module marks.

<table>
<thead>
<tr>
<th>Core Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Credits</td>
</tr>
<tr>
<td>NS4011: Scientific Computing</td>
</tr>
<tr>
<td>20 Credits</td>
</tr>
</tbody>
</table>

**Year Total**

120 Credits

- **NS4012: Science of Complex Systems**
  - 20 Credits

- **NS4013: Advanced Study Topic IV**
  - 20 Credits

- **NS4014: Research Project IV**
  - 60 Credits
5.6.5 Pathways

In addition to the BSc and MSci programme, you are provided with the possibility of specialisation after year 2. Under one of these ‘pathways’, following your second year you progress to the second year of a degree in Biological Sciences, Chemistry or Physics. This progression is subject to a performance in your second year that is satisfactory to the receiving Department. This usually means a 2(i) mark (>60%), but may include additional conditions on the relevant module content and an interview. The election of a pathway must be made by the start of year 2.

5.6.6 Study Abroad

Arrangements are in place for students in year 3 to spend either a year or a semester at McMaster University (Ontario, Canada) or Waseda University (Tokyo, Japan).

In the BSc programme an additional year extends the programme to 4 years; the year abroad must be passed but the marks do not count towards your degree classification. In the MSci the year abroad replaces the third year of the Leicester programme and the marks count towards the degree.

Guidance on option choices will be provided; depending upon options chosen, you may need to take some alternative year 4 modules to meet professional recognition requirements.

Alternatively as part of the MSci programme you may take a single semester abroad; this will similarly count towards your degree classification.

The application process for Study Abroad will begin shortly after the start of year 2. Students who are considering Study Abroad should contact the Course Administrator. To be eligible for Study Abroad, students must have achieved at least a good 2(i) performance to date.

5.6.7 MSci and BSc

The MSci programme is an integrated Masters degree that runs for four years. It is primarily, but not exclusively, designed for students wishing to continue to a higher degree (e.g. a PhD). The BSc programme is a three year programme. Transfers between MSci and BSc, in either direction, are permitted up until the first week of year 3.

Students who are considering transferring in either direction should speak to their Personal Tutor in the first instance.

Students who are on the MSci should be achieving an average level of performance of at least 60%, i.e. 2:1 standard and above. There is a hard limit of a 55% year 2 average mark (with no resits); students who fail to meet these criteria will be required to transfer to the BSc programme.

It is not possible to opt-out of the MSci track at the end of year 3; after week 1 of year 3 you are committed to the full 4 year programme. There is, however, a further progression criterion of 51% average mark at the end of year 3. Students who do not reached this criterion will be transferred to the BSc and graduate that summer (assuming all components of the BSc programme have been satisfied).
6 University

6.1 Senate Regulations

The Senate Regulations (www.le.ac.uk/senate-regulations) contain rules and other important information about being an undergraduate or taught postgraduate student at the University of Leicester. The Regulations are part of the formal contract between you and the University; you will have confirmed when completing registration that you will comply with procedures defined in the University’s Regulations.

The Quick Guide to Student Responsibilities (http://www2.le.ac.uk/offices/sas2/regulations/responsibilities) summarises some of your most important responsibilities as a student at Leicester, as defined in detail in the Regulations. These responsibilities relate to:

- personal conduct
- term time employment (full-time students – Home/EU and International)
- examinations and assessment
- attendance
- consequences of neglecting your academic obligations
- maintaining your personal details

Failure to adhere to student responsibilities can have serious consequences and may lead to the termination of your studies.

6.1.1 The University’s Policy on Attendance:

Attendance is an essential requirement for success in your studies. The University’s expectations about attendance are defined in Senate Regulation 4: governing student obligations (see www.le.ac.uk/senate-regulation4). Full-time students must reside in Leicester, or within easy commuting distance of the city, for the duration of each semester. You should attend all lectures, seminars, practical sessions and other formal classes specified in your course timetable, unless you have been officially advised that attendance at a particular session is not compulsory or you have received formal approval for absence.

In addition to other attendance monitoring practices, departments will monitor international student attendance at two ‘checkpoints’ during each academic year, typically at a compulsory learning and teaching session appearing in course or examination timetables. Students will not normally be notified of checkpoint dates in advance. If you are an international student and you fail to meet attendance and/or checkpoint requirements this may result in the termination of your course and the subsequent reporting of this to UK Visas and Immigration (UKVI), in line with University sponsor obligations.

6.1.2 Notification of Ill Health and Other Mitigating Circumstances

The University recognises that students may suffer from a sudden illness or other serious event or set of circumstances which adversely affects their ability to complete an assessment or the results they obtain for an assessment. In such cases the mitigating circumstances regulations and procedures may be applied. These regulations are designed to ensure the fair and consistent treatment of all students.

You must keep your department(s) informed at all times of any personal circumstances that may impact upon your ability to study or undertake assessments. Tell your department(s) about any such circumstances at the time they occur and supply supporting documentation (e.g. a medical certificate) as soon as possible and no later than the relevant deadline. Normally, the deadline for submission of a mitigating circumstances claim will be no later than five working days after the assessment(s) deadline(s) to which it relates.

See www.le.ac.uk/sas/regulations/mitigation for full details of the mitigating circumstances regulations and procedures, including the University’s definition of a mitigating circumstance.
6.1.3 Withdrawal

Students, who wish to withdraw from the University, either temporarily or permanently, should consult their Personal Tutor and/or other members of the academic staff, and where applicable, seek advice from the Learning Development team and/or Student Welfare Service.

Guidance on withdrawal and an application form are found here: http://www2.le.ac.uk/offices/sas2/studentrecord/withdrawal

Requests for temporary withdrawal and associated conditions of re-entry require the approval of the University.

The University of Leicester Student Counselling Service has produced a self-help guide to withdrawal from a course at http://www2.le.ac.uk/offices/ssds/counselling/self-help-information.

6.1.4 Term-time Employment (Full-time Students)

Part-time employment is not accepted as an excuse for absence from classes, late submission of work, or examination failure. The University regulations state that as a full-time student you should not work for more than 15 hours per week. This applies whether you are a home or an international student.

If you are an international student you should note that the University's regulations about term-time employment may be different to those enforced by the Home Office. You must make sure that you comply with both the University and the Home Office's rules. More information about working in the UK if you are an international student can be found at http://www2.le.ac.uk/offices/careers/career/is.

6.1.5 Examination Regulations

If your course involves any exams you must ensure that you are familiar with the University's Examination Regulations (http://www.le.ac.uk/sas/assessments/examregs). These contain a variety of regulatory information and instructions relating to exams, including the rules governing:

- scheduling
- admittance
- student conduct
- permitted and prohibited items and clothing
- use of calculators and dictionaries
- absence due to illness
- cheating

You can also find information about exams in the Students’ Guide to Exams (http://www.le.ac.uk/sas/assessments/examsguide).

6.1.6 Progression and Classification of Awards

The University’s system for the classification of awards and the rules of progression are defined in Senate Regulation 5: Regulations governing undergraduate programmes of study (www.le.ac.uk/senate-regulation5). Alternatively, refer to the Student and Academic Services website for information about degree classification and progression: www.le.ac.uk/sas/assessments/progression-ug

Any specific progression requirements for your course are stated in its programme specification (see www.le.ac.uk/sas/courses/documentation).
**Please note:** To view the Interdisciplinary Science / Natural Sciences specifications you should:

- Go to http://www2.le.ac.uk/offices/sas2/courses/documentation
- Select ‘2014-2015 programme and module specifications’
- Select ‘Undergraduate: modules (campus-based)’
- Select ‘Physics and Astronomy’

### 6.1.7 Degree Mark Bands

For a full list of degree classification rules please see www.le.ac.uk/senate-regulation5.

### 6.1.8 Resits

Students who fail overall in June will be required to resit the examination components of their failed modules (i.e. any module in which they have scored less than 40%) in the following September. It is essential to appreciate that continuously assessed components cannot generally be retaken. Failure in these components may lead to termination of your course. The form of the resit will be specified by the Centre and will not necessarily have the same format as the module examination.

Students who have failed one or more modules in June (i.e. a module mark of less than 35%, or a mark of 35-39% with a year average of less than 40%) will be required to undertake a reassessment to satisfy the examiners that they have achieved the learning outcomes for the module.

For *Core* and *Mathematics* modules this will generally take the form of a timed, unseen examination of similar structure to the end of module examination. Please note that resubmission of coursework items will only be permitted in exceptional cases e.g. where mitigating circumstance apply.

Please note that continually assessed modules will not generally permit reassessment. In particular failure in the laboratory module may lead to termination of studies. Reassessment in these modules is at the discretion of the Board of Examiners.

Module marks are capped at 40% at resit.

For further details see Senate Regulations 5.6-5.13 (www.le.ac.uk/senate-regulation5).

### 6.1.8.1 What Happens if You Fail a Module, a Year or Your Degree?

If you fail a module with an examination component then you normally have the right to resit the module via an examination during the September resit period (in certain cases such as the resit of a final year module that is preventing you from graduating, this may be during the following academic year). The mark for this examination replaces your previous failed module mark (and is capped at 40%), in accordance with Senate Regulations.

Students who have failed or have not completed any elements of a module that is assessed entirely by coursework *may* be provided with the opportunity of (re) submitting the work before the end of the academic year or by a date specified by their department. Laboratory work, however, must normally be completed within the time allotted for it in the relevant semester. In most laboratory-based subjects, the opportunity for repeating practical work cannot be provided, and any failure in practical elements of the course may lead to termination of course in June.

The resit examinations will be normally held in early September. You will be sent timetable information about your resit exams in the summer vacation. Note that the Resit Examination timetable cannot be varied to accommodate private holiday arrangements.

It is important to realise that you have only one resit opportunity. If, after the resit examinations, you are deemed to have failed the year then one of two things may happen. If you failed due to extreme life circumstances you may be allowed to resit without residence, that is, to resit the examinations without attending the University. If you are not granted a resit without residence your course will be terminated. In this
case you are given the opportunity to appeal against the termination decision. You should consult your personal tutor in order to make a case for the appeal. In exceptional circumstances the department may also allow a student to proceed to the next year of their degree course while repeating a failed module or even studying an approved alternative substitute module.

6.1.9 Neglect of Academic Obligations
You are expected to attend all learning and teaching events which are timetabled for you. These include lectures, tutorials or practical classes. You are also expected to submit work within the deadlines notified to you. Persistent failure to attend taught sessions or to submit work, without good cause, will be considered to be a neglect of academic obligations. Departmental procedures for dealing with neglect are set out within the University’s disciplinary regulations (see www.le.ac.uk/senate-regulation11, paragraphs 11.52 – 11.61). In the most serious of cases of neglect the University has the right to terminate a student’s course.

6.1.10 Referencing and Academic Honesty
The University views academic integrity as one of the foundations of academic development. A key part of this is the acknowledgement of the work of others. You must always be sure that you credit ideas, data, information, quotations and illustrations to their original author. Not to do so is plagiarism: the repetition or paraphrasing of someone else’s work without proper acknowledgement.

The University expects students to conduct their studies with exemplary standards of academic honesty and will penalise students who submit work, or parts of work, that have been:

- plagiarised;
- completed with others for individual assessment (collusion);
- previously submitted for assessment, including self-plagiarism;
- prepared by others;
- supplied to another for copying.

Please consult your Methods and Techniques I: Skills handbook for guidance on referencing, academic honesty and examples of good practice.

6.1.10.1 Plagiarism and Collusion
Plagiarism is used as a general term to describe taking and using another’s thoughts and writings as one’s own. Examples of forms of plagiarism include:

- the verbatim (word for word) copying of another’s work without appropriate and correctly presented acknowledgement;
- the close paraphrasing of another’s work by simply changing a few words or altering the order of presentation, without appropriate and correctly presented acknowledgement;
- unacknowledged quotation of phrases from another’s work;
- the deliberate and detailed presentation of another’s concept as one’s own;
- reproduction of a student’s own work when it has been previously submitted and marked but is presented as original material (self-plagiarism).

Any student who prepares or produces work with others and then submits it for assessment as if it were the product of his/her individual efforts (collusion) will be penalised. Unless specifically instructed otherwise, all work you submit for assessment should be your own and should not have been previously submitted for assessment either at Leicester or elsewhere.

See also www.le.ac.uk/sas/assessments/plagiarism
Please be advised that the department uses Turnitin plagiarism detection software routinely on large assessment pieces and on smaller assessments, such as CLEs, if plagiarism is suspected by the marker.

6.1.10.2 Penalties

The University regards plagiarism and collusion as very serious offences and so they are subject to strict penalties. The penalties that departments are authorised to apply are defined in the Regulations governing student discipline (see www.le.ac.uk/senate-regulation11, paragraphs 11.63 to 11.78).

6.1.10.3 Avoiding Plagiarism and Poor Academic Practice

Check the Learning Development website for guidance on how to avoid plagiarism www2.le.ac.uk/offices/ld/resources/study/plagiarism-tutorial

If you are in any doubt about what constitutes good practice, ask your personal/academic tutors for advice or make an appointment with Learning Development for individual advice. You can book an appointment online by visiting: www.le.ac.uk/succeedinyourstudies

6.1.11 Complaints and Academic Appeals Procedures

The University has robust systems in place governing the quality and standards of its degree programmes and your experience as a student here. We are confident that, like the vast majority of students here, you will enjoy and be satisfied with your course. In most instances your department will be able to resolve any issues that do occur but we recognise that this will not always be possible. For this reason, the University has official procedures that allow eligible cases to be formally reviewed.

Information about these procedures, including the relevant forms, can be found on the Student and Academic Services website: see www2.le.ac.uk/offices/sas2/regulations/appeals-complaints. These pages should be read in conjunction with the University’s Regulations governing student appeals (www.le.ac.uk/senate-regulation10) and Regulations governing student complaints (www.le.ac.uk/senate-regulation12).

6.1.12 Student Responsibilities

The University expects its students to behave responsibly and with consideration to others at all times. The University’s expectations about student behaviour are described in:

- the Regulations concerning Student Responsibilities
- the Code of Student Discipline
- the Student Code of Social Responsibility
- the Regulations concerning Freedom of Speech
- the University’s regulatory Statement concerning Harassment and Discrimination

These can be found in Senate Regulations (www.le.ac.uk/senate-regulations)

6.1.13 Personal Belongings

Your personal belongings are not covered by the University’s insurance. You are therefore advised to check whether your parents’ or family policies provide adequate protection. If not, private insurance arrangements should be made.

A lost property service operates from the Security Lodge, which is situated at the far end of the Fielding Johnson Building on Wyggeston Drive, University entrance No. 1.

Bicycles may be brought onto the main campus but must be placed in the cycle racks provided, and appropriate security measures taken to help to prevent theft and damage. For advice on preventing cycle theft and details of the University’s Coded Cycle Scheme visit:
http://www.le.ac.uk/estates/facilities_&_services/security/CodedCycleScheme.html

6.2 Learn at Leicester

Whatever your subject or level of study, there are many, many different ways in which you can access academic advice and support. The Learn at Leicester webpage provides you with further details of this support, together with direct links to a wide range of resources and services to help you:

- Make the most of the Library
- Develop your IT skills
- Manage your own learning
- Improve your English language
- Get independent advice about your course
- Manage your student information

You can access all of this by visiting: www.le.ac.uk/learnatleicester

6.2.1 Student Learning Development

Studying for a degree is a stimulating, challenging and rewarding experience. In order to make the most of this experience, the University of Leicester provides a wide range of resources and services to support and enhance your academic development in areas such as essay-writing, critical thinking, independent learning and time-management. The Student Learning Development Team is here to help you develop the skills and abilities you need in order to succeed in your studies. To find out more about how we can help you develop your academic skills and abilities, visit our website: www.le.ac.uk/succeedinyourstudies.

6.2.2 Students’ Union Education Unit (ED)

Education help and advice is provided by the Students’ Union for all students.

If you would find it helpful to talk to someone outside of your department, we offer a confidential and impartial service to help and advise you about where to go and what to do. If you wish to come and talk to us about your personal circumstances or academic worries, for example, exams or putting together an academic appeal, we will provide a professional and friendly service.

You will find the Education Help and Advice staff in the Students’ Union Building on the first floor within the West Wing. Opening hours are 10.00 am to 4.00 pm and you can either pop in or book an appointment by contacting us on the details below:

Contact: Students’ Union Education Unit (ED), Students’ Union (First Floor)
+44 (0)116 223 1132/1228 | educationsu@le.ac.uk

6.2.3 University Library

The Library is your gateway to high quality information relevant to your studies. Using it effectively contributes directly to your success.

The Library provides you with:

- access to a huge range of specialist information resources including a print collection of over 1 million items and a Digital Library of over 400,000 eBooks and 20,000 electronic journals which you can use from anywhere on the Web;
- help in finding and using information; online, face to face and by telephone;
- individual and group study space;
- PCs, netbooks and wireless networking for your laptop;
- services for distance learners.
The Library is a shared resource for all members of the University. Please respect it and observe the Library regulations available at [www.le.ac.uk/library/about](http://www.le.ac.uk/library/about).

To get started, visit [www.le.ac.uk/library](http://www.le.ac.uk/library).

**Contact**: David Wilson Library  
+44 (0)116 252 2043 | [library@le.ac.uk](mailto:library@le.ac.uk)

### 6.2.4 IT Services

Whilst studying at the University you will have a **University IT account** and **email** address. There are hundreds of University PCs available with Office 2010 and many specialist programs to help you with your studies.

Visit [go.le.ac.uk/it4students](http://go.le.ac.uk/it4students) for more information about:

- **Student email**: access your email and calendar anywhere, including on your smartphone or other mobile device;
- **Printing**: print, copy or scan on campus; pay by topping up your print and copy account;
- **IT Help**: visit the Help Zone in the Library, phone 0116 252 2253, email [ithelp@le.ac.uk](mailto:ithelp@le.ac.uk) or attend a training course;
- **Wifi**: free access to eduroam wifi on campus, in halls or at other universities;
- **PCs on campus**: there are over 900 PCs available, with 350 located in the David Wilson Library (including 24/7 access during exam periods). Download the map to find a Student PC area on campus from: [go.le.ac.uk/pcareas](http://go.le.ac.uk/pcareas);
- **Files**: store files on your Personal Z: drive, which is backed up and available anywhere;
- **Blackboard Virtual Learning Environment**: support and information for all your courses;
- **Leicester Digital Library**: access to journals, databases and electronic books online;
- **Mobile app**: download the University mobile app to find a University PC available near you or access Blackboard Mobile Learn.

More information can be found at [go.le.ac.uk/it4students](http://go.le.ac.uk/it4students).

### 6.2.5 Languages at Leicester

Learning a language will enhance your career prospects and broaden your cultural and professional horizons. We offer classes in Arabic, Arabic for Readers, British Sign Language, Dutch, Chinese, French, German, Greek, Italian, Japanese, Latin, Spanish, Polish, Portuguese, Russian and Spanish.

Our languages courses are taught by expert native tutors, using communicative and dynamic approaches. Courses range from beginners to advanced level and take place during evenings and on Wednesday afternoons. There also intensive ‘fast track’ courses on Saturday mornings.

**Contact**: Languages@Leicester  
+44(0)116 252 2662 | [lalenquiries@le.ac.uk](mailto:lalenquiries@le.ac.uk) | [www.le.ac.uk/ml/lal](http://www.le.ac.uk/ml/lal)

### 6.3 University Facilities

- English Language Training Unit (ELTU) [http://www2.le.ac.uk/offices/eltu](http://www2.le.ac.uk/offices/eltu)
- University Chaplaincy and Prayer rooms for students [http://www2.le.ac.uk/institution/chaplaincy](http://www2.le.ac.uk/institution/chaplaincy)

#### 6.3.1 University Bookshop

The Bookshop is owned by the University and is located on the ground floor of the David Wilson Library.

All prescribed and recommended texts are stocked, so that students can rely on the Bookshop for the books that they need in the course of their studies. We also sell a wide range of paperbacks and books of general interest.
Books not in stock can be quickly provided to order. The Bookshop has a range of deals in the Autumn term which are exclusively for students.

Greetings cards, a wide range of stationery items and University of Leicester branded merchandise and clothing are always available.

The opening hours are:
- Monday to Friday: 9.00 a.m. - 5.30 p.m. (5.00 p.m. in vacations)
- Saturday: 10.00 a.m.- 2.00 p.m.

**Contact:** University Bookshop, David Wilson Library
+44 (0)116 229 7440 | bookshop@le.ac.uk
Twitter: @LeicUniBookshop | Facebook: www.facebook.com/UoLBookshop

### 6.4 University Student Support Arrangements

The Student Support and Development Service (SSDS; [http://www2.le.ac.uk/offices/ssds](http://www2.le.ac.uk/offices/ssds)) provides development and support services in the following areas:

#### 6.4.1 AccessAbility Centre

The Centre offers a range of services to all students who have specific learning difficulties, such as dyslexia, disabilities or long-term conditions. Staff offer one to one support, assessment of dyslexia, the co-ordination of alternative examination arrangements and assistance with applications for the Disabled Students’ Allowance. The open access Centre acts as a resource base for students and staff and is a relaxed place for students to work. Its computers are equipped with specialised software for screen enlargement; essay planning and speech output software is on the University network. The Centre has some specialised equipment (CCTV, enlarged keyboard, and chairs) and some for loan (chairs, laptops and digital recorders). Low-level photocopying and printing facilities are also available. The Centre welcomes self-referrals as well as referrals from academic staff.

**Contact:** AccessAbility Centre, David Wilson Library
Tel/minicom: +44 (0)116 252 5002 | Fax: +44 (0)116 252 5513 | accessible@le.ac.uk | [www.le.ac.uk/accessability](http://www.le.ac.uk/accessability)

#### 6.4.2 Student Welfare Centre

The Student Welfare Centre offers wide ranging practical support, advice, and information for students.

Financial advice is offered, with information on budgeting and funding. Specialised staff can advocate over late loans and other financial issues. Students can apply for hardship grants and loans through the Service; and obtain assistance with applications to charities and trusts.

For international students, the Student Welfare Service organises various Welcome programmes throughout the year. Expert immigration advice is available; students are strongly advised to renew their visas through the scheme provided by Student Welfare. Specialised Officers also support students who experience financial or personal problems. A specialist officer can provide information over housing contracts and can assist students over disputes with neighbours/housemates.

**Contact:** Student Welfare Service, Percy Gee Building (First Floor).
Tel: +44 (0)116 223 1185 | Fax: 0116 223 1196 | welfare@le.ac.uk
[www.le.ac.uk/welfare](http://www.le.ac.uk/welfare)
6.4.3 **Counselling and Well-being Service**

This Service offers a range of expertise and support for the psychological aspects of health and wellbeing in the context of your academic journey.

Services on offer include:

**6.4.3.1 Student Counselling Support**

Time-limited, free and confidential counselling on a one-to-one or group basis, as appropriate, addressing both academic-related and personal issues.

For information see our website: [www.le.ac.uk/counselling](http://www.le.ac.uk/counselling)

Contact: Student Counselling Service | +44 (0)116 2231780 | counselling@le.ac.uk

**6.4.3.2 Student Mental Wellbeing support**

Practical and emotional one-to-one and group support to students managing mental health issues at the University.

Contact: Student Support (mental wellbeing)  
+44 (0)116 252 2283 | mentalwellbeing@le.ac.uk | [www2.le.ac.uk/offices/ssds/student-support-mental-wellbeing](http://www2.le.ac.uk/offices/ssds/student-support-mental-wellbeing)

**6.4.3.3 Student Healthy Living Service**

The Student Healthy Living Service strives to help students enjoy a balanced life; the service helps individuals to identify an approach to life which can improve their wellbeing, enhance study and reach their full potential. The service is committed to the delivery of health and wellbeing activities that support students in developing life skills. As well as supporting academic achievement, these skills are transferable and should prove beneficial through the transition from University to the demands of employment and graduate careers. The Student Healthy Living Service works closely with the Victoria Park Health Centre (formally the Freemen’s Common Health Centre) and also provides direction to appropriate health care services. More information can be found on the Healthy Living Service website.

Contact: Student Healthy Living Service | +(0)116 223 1268 | healthyliving@le.ac.uk | [go.le.ac.uk/healthyliving](http://go.le.ac.uk/healthyliving)

These services are located at: 161 Welford Road, Leicester LE2 6BF

**6.4.4 Health Care and Registering with a Doctor**

Illness can affect any one of us at any time and for this reason the University strongly advises you to register with a doctor in Leicester. The Victoria Park Health Centre ([www.victoriaparkhealthcentre.co.uk](http://www.victoriaparkhealthcentre.co.uk)), formally the Freemen’s Common Health Centre, has expertise in student health and has provided medical care to the University’s students for many years. The Health Centre is located conveniently close to the main-campus and registration is free.

If when you come to University you are already under the care of a ‘specialised team’, have a known medical condition including mental health or waiting for an appointment it is still advisable to register at the Victoria Park Health Centre. Soon after arrival, make an appointment to discuss with one of the doctors who will then be in a better position to communicate with the relevant doctors and help you to manage your condition to avoid any unnecessary disruption to your studies. Please take with you information from your current doctor or consultant which includes diagnosis, current management, including medication (provide a certified English translation if the original is not in English). This is essential for international students as some conditions may be managed differently in this country, particularly in relation to medication which may be licensed differently and may need changing to something which is available to prescribe in this country.

More information about registering with a doctor and other health and well-being services can be found at: [www2.le.ac.uk/students/info/new/undergrad/health](http://www2.le.ac.uk/students/info/new/undergrad/health)
6.4.5 Career Development Services

You need a first-class education; that’s a given. But you also need an edge, an advantage, a head-start in the competitive graduate recruitment world. Based in the Students’ Union, the Career Development Service is here to guide and support you from your arrival at Leicester through to graduation and beyond.

We want you to follow your passion. So whether you want to make a difference in the voluntary sector, reach the top in high-flying business or be the next big thing in media, there are specially designed programmes and activities here at Leicester that can support you in getting the skills, experiences and exposure you need.

Your development is a journey, and starting early is key. When you arrive at Leicester you’ll already be registered on MyCareers (https://mycareers.le.ac.uk/home.html), our career management system. This is the gateway to:

- Booking one-to-one appointments with our career consultants for support with career planning, job hunting, CVs and applications, and mock interviews;
- Booking workshops, such as mock assessment centres and psychometric testing;
- Invitations to employer events;
- Finding all the opportunities available exclusively for Leicester students such as paid internships, volunteering, and enterprise and business start-up activities.

If you are looking for part time work whilst studying, make sure you sign up to Unitemps, based next to the Career Development Service for opportunities on campus and in the local area.

Come and visit us in the Students’ Union and log onto your MyCareers account to get started. We’re here to support you throughout your time at university so make the most of the services we offer, to make the most of you.

Contact: Career Development Service, Level 0, Students’ Union, Percy Gee Building
0116 252 2004 | careershelp@le.ac.uk | www.le.ac.uk/careers
@uolcds | fb.com/uolcds