Natural Sciences/Interdisciplinary Science

Undergraduate Handbook

2015-2016

• BSc Natural Sciences
• MSci Natural Sciences
• BSc Interdisciplinary Science
• MSci Interdisciplinary Science
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2 Welcome

Welcome to the Centre for Interdisciplinary Science (ICScience). 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) degrees 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; these will be provided by the department. Students will be required to order these in advance of their arrival, 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 FX83GTPLUS and FX85GTPLUS 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 Programme 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-the-centre

For more general information, including

The Centre is primarily located in the Physics Building; www.le.ac.uk/maps.

Staff profiles can be found here: 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 Sarah Gretton <a href="mailto:sng8@le.ac.uk">sng8@le.ac.uk</a></td>
</tr>
<tr>
<td>Associate Centre Director</td>
<td>Professor Derek Raine <a href="mailto:jdr@le.ac.uk">jdr@le.ac.uk</a></td>
</tr>
<tr>
<td><strong>Programme Contacts:</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics Convenor</td>
<td>Dr Paul Abel <a href="mailto:pga3@le.ac.uk">pga3@le.ac.uk</a></td>
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<td>Biology Convenor</td>
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<td>Chemistry Convenor</td>
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</tr>
<tr>
<td><strong>Officers and Tutors:</strong></td>
<td></td>
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<tr>
<td>Admissions Tutor</td>
<td>Dr Sarah Gretton <a href="mailto:sng8@le.ac.uk">sng8@le.ac.uk</a></td>
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<tr>
<td>Senior Personal Tutor</td>
<td>Dr Cheryl Hurkett <a href="mailto:cph9@le.ac.uk">cph9@le.ac.uk</a></td>
</tr>
<tr>
<td>Equal Opportunities Officer</td>
<td>Dr Sarah Gretton <a href="mailto:sng8@le.ac.uk">sng8@le.ac.uk</a></td>
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<tr>
<td>AccessAbility Tutor</td>
<td>Dr Cheryl Hurkett <a href="mailto:cph9@le.ac.uk">cph9@le.ac.uk</a></td>
</tr>
<tr>
<td>Careers Tutor</td>
<td>Dr Sarah Gretton <a href="mailto:sng8@le.ac.uk">sng8@le.ac.uk</a></td>
</tr>
<tr>
<td>Study Abroad Tutor</td>
<td>Dr Paul Abel <a href="mailto:pga3@le.ac.uk">pga3@le.ac.uk</a></td>
</tr>
</tbody>
</table>
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 Programme 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 operate 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 Programme 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 Teaching Office.

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

The Teaching 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 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.**

Please note that we expect you to check your University email account **at least once per day.**

### 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 Maurice Shock or Adrian Buildings you must have your Student ID card with you.

The Physics Building is open between 8:00 am – 6:00 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 Room H & 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 Programme Administrator they are in the Teaching Office in the Department of Physics and Astronomy.

#### 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 Teaching 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 & 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.

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 Programme and Module Specifications
View the programme and module specifications for your course via www.le.ac.uk/sas/courses

In the programme specification you will find a summary of the aims of your course of study and its learning outcomes, alongside details of its teaching and learning methods and means of assessment. The programme specification also identifies the core modules that make up the course and any choice of optional modules. Each module has its own specification that formally records that module’s aims, teaching and learning methods, assessment components and their percentage weighting.

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 four 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) though you may elect to see them more often via the opt-in system (see below).

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 all students. These mandatory Personal Tutor meetings are called Individual Reflective Practice sessions and will last approximately 15 minutes and will address a variety of academic and professional matters, as set out below, as well as any pastoral issues you may wish to discuss. Further detail on each of these sessions can be found within the Methods and Techniques: Skills handbook.

Year 1
- Session 1: Welcome to Natural Sciences
- Session 2: Note Keeping and Organisation
- Session 3: Critical Reflection on Assessment Feedback
- Session 4: Exam Technique and Feedback

Year 2
- Session 1: Skills Audit

Year 3
- Session 1: Skills Audit - Progression
- Session 2: Personalised CV feedback

Year 4
- Session 1: Applying for Jobs/PhDs and Online Professional Portfolio

This is the minimum contact you are expected to have with your Personal Tutor, however, you are very welcome to arrange a meeting to see your Personal Tutor outside of these times if you have anything you wish to discuss with them. If the matter is not urgent then you are encouraged to schedule a meeting via the ‘opt-in’ system but if you need to discuss an urgent matter then please email them to book a meeting or make use of the departmental ‘open door’ policy.

5.3.2.3 Opt-in system:

Returning students will be required to see their Personal Tutor for a formal meeting at least 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 in the Physics Foyer). The ‘tutor weeks’ will be regularly spaced throughout the year.

5.3.2.4 What should I do if my Personal Tutor isn’t available?

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 a 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. You will be notified at the start of the year of the procedure for nominating yourself as a course rep.

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://leicesternunion.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 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/Natural-Sciences-Leicester/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 2015-2016

- Autumn Term: 28 September – 11 December
- Spring Term: 11 January – 18 March
- Summer Term: 25 April – 24 June

5.3.5.2 University Semesters 2015-2016

- Semester One: Monday 28 September - Friday 22 January
- Semester Two: Monday 25 January - Friday 24 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.
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 – 1:00pm 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 on the hour. 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 § 6.1.2 and § 6.1.5 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 Centre 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 Teaching Office 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 Teaching Office 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 Teaching Office 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 Teaching Office 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 (§ 6.1.3) 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 (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 are provided in 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](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 (§ 6.1.5) 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 § 6.1.3).

The submission pastoral process is as follows:

**A single non-submission**

The Teaching Office 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](http://www2.le.ac.uk/offices/sas2/regulations/mitigation)). You should inform the Programme 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* (§ 6.1.3) 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 Teaching Office immediately.

5.3.9 Feedback and the Return of Work from Staff

The Department complies with the University’s policy for the return of marked coursework (see 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;
• 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 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.

5.3.11 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 Distinguished Performance Prize
Awarded for an outstanding piece of individual coursework in Year Two, as decided by the Teaching Committee.

Year One Prize
Awarded for the highest average year mark for a Year One student.

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. A document listing the Experts taking these sessions and session overviews are available for each module on Blackboard.

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 Science handbooks and laboratory schedule (on Blackboard).

5.4.6 Support Sessions

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

- Mathematics
- Computing
- Transferrable/professional skills
- Reflective Practice (e.g. Personal Tutor meetings)

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 intended learning outcomes
• 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. Each facilitator (who may be a Lecturer, Teaching Fellow or post-graduate) has an expertise in one of the core science subjects. 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 LEIC 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.

The LEIC strategy will help guide you through the problem in a reflective and productive way. It will get 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
- Guide you, by going through the strategy cycle several times, to deepen and or broaden your knowledge
- Work with your group members and share knowledge: explaining a difficult concept to someone else 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 the following steps. 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.
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) throughout the module. 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.
- Record of the distribution of work amongst the group (particularly important in the instance of Peer Review)
- Record of the deadlines for dissemination of the work.

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:

Minutes of group meetings

You may structure this section however you wish but it is recommended that you provide at least one short paragraph per group meeting/communication i.e. decisions made outside of face-to-face meetings should be noted.

The sum total of these meetings should outline:

- A list of headings outlining the structure of your deliverable with a very brief explanation of the contents.
- Who has been assigned which task and deadline for completion.
- An indication of the internal review process (i.e. editors for each section).

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

5.5.6 Deliverable Working Group Allocation

The Deliverable Working Groups are assembled 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 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.

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).

0 Did not contribute to this deliverable
1 Significantly dissatisfactory contribution to deliverable
2 Slightly dissatisfactory contribution
3 Satisfactory contribution

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

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. Extension Tasks that score less than 55% will not count towards the 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; and poor
Extension Tasks will **not** boost overall module marks. 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 2015-2016

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>
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<tr>
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<td>75 Credits</td>
<td>35 Credits</td>
<td>10 Credits</td>
</tr>
<tr>
<td><strong>NS1011 – Origins of Science</strong></td>
<td><strong>NS1021 – Methods and Techniques I</strong></td>
<td><strong>NS1055: Science and Culture</strong> OR <strong>NS1053: Sustainable Futures A</strong></td>
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<tr>
<td>15 Credits</td>
<td>10 Credits</td>
<td>5 Credits</td>
<td>5 Credits</td>
</tr>
<tr>
<td><strong>NS1012 – Introduction to Biochemistry and Chemistry</strong></td>
<td><strong>NS1022 – Mathematics for Science I</strong></td>
<td><strong>NS1052: Mathematical Modelling A</strong> OR <strong>NS1054: Science Communication A</strong> OR <strong>NS1062: Advanced Study I</strong></td>
<td></td>
</tr>
<tr>
<td>15 Credits</td>
<td>10 Credits</td>
<td>5 Credits</td>
<td>5 Credits</td>
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<tr>
<td><strong>NS1013 – Ecology</strong></td>
<td><strong>NS1023 – Laboratory Science I</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.6.2 Year Two

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><strong>75 Credits</strong></td>
<td><strong>35 Credits</strong></td>
<td><strong>10 Credits</strong></td>
</tr>
<tr>
<td></td>
<td>NS2011 – Energy in Physics and Chemistry 15 Credits</td>
<td>NS2021 – Methods and Techniques II 10 Credits</td>
<td>NS2055: History and Philosophy of Science OR NS2053: Sustainable Futures B OR NS2061: Advanced Study Iia 5 Credits</td>
</tr>
<tr>
<td></td>
<td>NS2012 – Astrobiology and Astrophysics 15 Credits</td>
<td>NS2022 – Mathematics for Science II 10 Credits</td>
<td>NS2052: Mathematical Modelling B OR NS2054: Science Communication B OR NS2062: Advanced Study Iib 5 Credits</td>
</tr>
<tr>
<td></td>
<td>NS2013 – Chemistry in Drug Design 15 Credits</td>
<td>NS2023 – Laboratory Science II 15 Credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS2014 – Forensic Science 15 Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS2015 – Biophysics, Physiology and Metabolism 15 Credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.6.3 Year Three

Year mark = credit weighted average of module marks.

### Core Modules

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS3016</td>
<td>Evolution</td>
<td>15</td>
</tr>
<tr>
<td>NS3017</td>
<td>Molecular Cell Biology and Nanoscience</td>
<td>15</td>
</tr>
<tr>
<td>NS3018</td>
<td>Sensing and Signalling in Biology and Physics</td>
<td>15</td>
</tr>
<tr>
<td>NS3019</td>
<td>Paleoclimate and Climate Modelling</td>
<td>15</td>
</tr>
</tbody>
</table>

### Support/Skills Modules

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS3021</td>
<td>Methods and Techniques III</td>
<td>5</td>
</tr>
<tr>
<td>NS3022</td>
<td>Mathematics for Science III</td>
<td>10</td>
</tr>
<tr>
<td>NS3023</td>
<td>Laboratory Science III</td>
<td>5</td>
</tr>
</tbody>
</table>

Year Total

120 Credits

### Year Four

Year mark = credit weighted average of module marks.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS4011</td>
<td>Scientific Computing</td>
<td>20</td>
</tr>
<tr>
<td>NS4012</td>
<td>Science of Complex Systems</td>
<td>20</td>
</tr>
<tr>
<td>NS4013</td>
<td>Advanced Study Topic IV</td>
<td>20</td>
</tr>
<tr>
<td>NS4014</td>
<td>Research Project IV</td>
<td>60</td>
</tr>
</tbody>
</table>
5.6.5 Progression to Biological Sciences/Chemistry/Physics

In addition to the BSc and MSci programme, you are provided with the possibility of specialisation after year 2. Under one of these ‘progression routes’, 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), Paris Descartes (Paris, France) or Waseda University (Tokyo, Japan).

If you are considering the Study Abroad option for either a semester or a full year you should let the Programme Administrator know as close as possible to the start of year 2. In the first few weeks of term there will be a meeting to discuss the Study Abroad programme. In addition to this the International Office runs a Study Abroad fair in the first term which will outline some of aspects of studying in an institution in another country. You will need to have made a final decision before the end of the first term as you need to begin the formal application process before you leave for Christmas.

Before you will be allowed to apply for the Study Abroad programme the department needs to be satisfied that you are a suitable candidate. Before the department will ‘nominate’ you to the International Office (i.e. support your application) you will need to have a meeting with a member of staff to discuss your grades and motivation for wanting to study abroad. Generally speaking you should be attaining a 60% average, or better, before you will be considered. Remember you will be acting as an ambassador for both the Institution and the Degree programme.

It is important to note that this is not an easy option; in addition to the challenges of spending a significant period of time in another country (even one that is culturally similar to the UK), the institutions we partner with are prestigious and competitive and will require a significant level of engagement and academic ability. We will only nominate candidates that we feel will make the most of the experience.

Further information can be found in the Study Abroad handbook.

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 55% 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).

MSci students MUST pass all modules by Attempt 2; any students who do not will be required to transfer to the BSc.
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 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)

6.1.2 Attendance and Engagement Requirements

Attendance and engagement with your course 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. You are also expected to undertake all assessments set for you.

The University operates a Student Attendance Monitoring procedure. Your attendance will be monitored throughout the academic year and if sessions are missed without an acceptable explanation being provided to your department then neglect of academic obligations procedures will be initiated. This may result in your course of study being terminated.
If you are an international student and your course is terminated this will be reported to UK Visas and Immigration (UKVI), in line with University sponsor obligations.

6.1.3 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 and/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 regulations (see http://www.le.ac.uk/senate-regulation4 ‘Neglect of academic obligations’). In the most serious of cases of neglect the University has the right to terminate a student’s course.

6.1.4 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)

6.1.5 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. You need to supply supporting documentation (e.g. a medical certificate) as soon as possible and no later than the deadline relevant to the assessment(s) affected. Normally, the deadline for submission of a mitigating circumstances claim will be no later than five working days after the assessment deadline 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.

6.1.6 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](http://www2.le.ac.uk/offices/ssds/counselling/self-help-information).

### 6.1.7 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](http://www2.le.ac.uk/offices/careers/career/is).

### 6.1.8 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](http://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](http://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](http://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](http://www2.le.ac.uk/offices/sas2/courses/documentation)
- Select ‘2015-2016 programme and module specifications’
- Select ‘Undergraduate: modules (campus-based)’
- Select ‘Physics and Astronomy’

### 6.1.9 Degree Mark Bands

For a full list of degree classification rules please see [www.le.ac.uk/senate-regulation5](http://www.le.ac.uk/senate-regulation5).

### 6.1.10 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 intended 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).

6.1.10.1 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 course work 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.

6.1.11 Referencing and Academic Integrity

Principles of academic integrity apply to the work of everyone at the University, staff and students alike, and reflect the University’s commitment to maintaining the highest ethical and academic standards. A key part of this is acknowledging where and when, in the process of producing your own work, you have drawn on the work of others. In practice, this means that the ideas, data, information, quotations and illustrations you use in assignments, presentations, reports, research projects etc. must be credited to their original author(s). This process of crediting the work of others is achieved through referencing (see the section below on ‘Referencing styles’). Failure to do this properly is to risk committing plagiarism: the repetition or paraphrasing of someone else’s work without proper acknowledgement.

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

6.1.11.1 What we mean by ‘plagiarism’, ‘self-plagiarism’ and ‘collusion’

Plagiarism is used as a general term to describe taking and using another’s thoughts and writings and presenting them as if they are our 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, with or without appropriate and correctly presented acknowledgement;
- unacknowledged quotation of phrases from another’s work;
- the presentation of another’s concept as one’s own;
- the reproduction of a student’s own work when it has been previously submitted and marked but is presented as original material (self-plagiarism).
Collusion is where work is prepared or produced with others but then submitted for assessment as if it were the product of individual effort. Unless specifically instructed otherwise, all work you submit for assessment should be your own and must not be work previously submitted for assessment either at Leicester or elsewhere. For more detailed information on how the university defines these practices, see also: www.le.ac.uk/sas/assessments/plagiarism

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 ‘Plagiarism and collusion: Departmental penalties for plagiarism and/or collusion).

6.1.11.2 Resources and advice to help you study with integrity and avoid committing plagiarism

Negotiating these various rules, regulations and conventions can sometimes be a challenge, especially if they are new or different from previous experiences of studying. Check the Student Learning Development website for guidance on how to manage your studies so that you meet the required standards of critical scholarship and academic integrity: 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 Student Learning Development for individual advice. You can book an appointment online by visiting: www.le.ac.uk/succeedinyourstudies.

One of the most important practices in ensuring the academic integrity of your work is proper referencing. The following section contains details of how to ensure your work meets the specific referencing requirements for the discipline(s) you are studying.

6.1.11.3 Referencing style

You must use a consistent referencing style when referring to books and other publications that you have read for your coursework. Most academic departments have a specific referencing style which you are required to use. Please note that some of your modules may be taught by different departments. To find out which referencing style each department uses, and for information and help on each referencing style, please visit http://www.le.ac.uk/library/help/referencing

Requirements differ on how to arrange bibliographies (complete list of all reference and other sources at the end of your coursework) and whether references are included within the word count for your coursework – please refer to any separate guidance provided on these points.

6.1.12 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 www.le.ac.uk/sas/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).

6.1.13 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 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 500,000 eBooks and 50,000 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.

To get started, visit www.le.ac.uk/library.

Natural Sciences does not have a separate MySubject page (http://www2.le.ac.uk/library/find/subjects/my-subject) on the Library website; however, you may find the following single subject pages useful for your studies:

- Biological Sciences
- Chemistry
- Physics
- Geology

6.2.2 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 www.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 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: www.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 [www.le.ac.uk/it4students](http://www.le.ac.uk/it4students)

### 6.2.3 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](http://www.le.ac.uk/succeedinyourstudies).

### 6.2.4 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 Unit staff in the Students’ Union Building on the first floor within the West Wing. Opening hours are 10.00 am to 4.00 pm, online chat facilities are available (visit our website for further details), 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 | educationunit@le.ac.uk | [http://leicesterunion.com/support/education](http://leicesterunion.com/support/education)

### 6.2.5 Learn a New Language with Languages at Leicester

There are many benefits to learning a new language. Not only could you enhance your career prospects and broaden your cultural horizons, but studies show that you could also improve your literacy skills, boost your memory, increase your attention span, and even help to grow your brain!

Study with the **Languages at Leicester** Team on campus, and you will be taught by expert native tutors who are based within our School of Modern Languages. We offer 16 different languages including Arabic, British Sign Language, Chinese and Spanish to name just a few, six different levels of learning and two different course lengths, so you can study in a way that suits you. Classes take place during evenings and Wednesday afternoons, as well as intensive ‘fast track’ courses on Saturday mornings.

Find out more about **Languages at Leicester**, including fees and term dates at: [www.le.ac.uk/ml/lal](http://www.le.ac.uk/ml/lal).
The successful completion of a Languages at Leicester course will appear on your Higher Education Achievement Report (HEAR) when you graduate. For further details about the HEAR, please visit: www.le.ac.uk/hear.

Contact: Languages at Leicester:
+44(0)116 252 2662 | lalenquiries@le.ac.uk | www.le.ac.uk/ml/lal

6.3 Other University Facilities

- English Language Training Unit (ELTU) http://www2.le.ac.uk/offices/eltu
- University Chaplaincy and Prayer rooms for students 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 | www.le.ac.uk/bookshop
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) 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 including mental health which have a substantial day to day impact on their studies. Staff offer one to one support, the co-ordination of alternative examination arrangements and assistance with applications for the Disabled Students’ Allowance. It is possible to be screened for specific learning difficulties and access to formal assessment is available. Students are means tested to see if they are eligible for assistance with the cost of formal assessments. 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, writing slopes 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
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. Information and guidance is available in relation to private rented accommodation.

For international students, the Student Welfare Service coordinates The International Welcome Week in September and January. Expert immigration advice is available and 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.

**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.

- **6.4.3.1 Student Counselling Support**
  Time-limited, free and confidential counselling on a one-to-one or group basis to help students find ways of dealing with academic-related or personal issues that may be affecting ability to study or engage with student life.
  For information see our website: [www.le.ac.uk/counselling](http://www.le.ac.uk/counselling)

- **6.4.3.2 Student Mental Wellbeing Support**
  Practical and emotional one-to-one and group support to students managing mental health issues whilst 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 provides direction to health care and health related activity which will contribute to wellbeing and help students to enjoy a balanced life. Students should register for health care local to the University; The University works closely with the Victoria Park Health Centre where staff have expertise in student health. 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)

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)) 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. If you take medication for your condition you must bring 12 weeks supply with you to ensure continuity until the registration process is complete.

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 Careers and Employability

#### 6.4.5.1 Career Development Service

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, your award winning Career Development Service is here to guide and support you from your arrival at Leicester through to graduation and beyond.

Throughout your studies you will engage with the **Career Development Journey** which is your personal guide to working out what you want to do after University and how to get there. Starting early is key, and completing the first step of the journey is simply achieved by logging onto MyCareers with your university username and password. You can access this through our homepage.

**MyCareers is your 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.

**Get involved by:**

- Signing up to Unitemps If you are looking for part time work whilst studying. We are based next to the Career Development Service in the Students’ Union.
- Coming along to fantastic employer events throughout the year including the Festival of Careers. We are one of the top 25 universities targeted by the largest number of top employers!
- Reflecting on your skill development throughout your academic studies and extra-curricular activities, as you will need to show employers how you can communicate, work in a team and much more. For more information on the Transferable Skills Framework go to our website.

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](http://www.le.ac.uk/careers) | @uolcds | [fb.com/uolcds](http://fb.com/uolcds)

#### 6.4.5.2 Departmental Support for Careers and Employability

To find out more about how the Department supports Careers and Employability, please see the **Method and Techniques: Skills** module handbook for more details or chat with your personal tutor.