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Autumn Term:  Monday 28 September – Friday 18 Dec 2015

Spring Term:  Monday 18 January - Friday 8 April 2016

Summer Term (Exams):  Monday 9 May - Friday 17 June 2016

Please note the resit examinations will be scheduled in August 2016 for students who fail modules. Please ensure you are available for this period should you need to retake an exam.
Introduction

Studying Biosciences at Kent

The programmes we offer are:

- Biomedical Science
- Biochemistry
- Biology

All programmes may be taken with a Placement Year or Year Abroad (see Section 2).

These programmes aim to:

1. Instil in you a sense of enthusiasm for your chosen area of biosciences, confront the scientific, moral plus ethical questions raised by your study (considering viewpoints other than your own) and to engage you in a critical assessment of the subject material covered.
2. Provide a stimulating, research-active environment for teaching and learning in which you will be supported and motivated to achieve your full academic and personal potential.
3. Educate you in both the theoretical (subject-specific knowledge) and practical (laboratory skills and methods) aspects of your subject.
4. Develop your professional skills to prepare you for your chosen career.
5. Facilitate your learning experience (integration and application of knowledge) through a variety of teaching and assessment methods.
6. Give you the experience of undertaking an independent research project (e.g. one that is laboratory, dissertation, business, or communication based).
7. Prepare you for further study, or training and employment in both science and non-science based careers, by developing your transferable and cognitive skills.
8. Provide access to as wide a range of students as practicable.

The achievement of these aims/objectives requires a level of input from both staff and students, and as such, the list should be regarded as minimum requirements.

You can read the full programme specifications at:

The details of the individual modules can be found in the module catalogue at:
http://www.kent.ac.uk/courses/modulecatalogue/

The benefits of an IBMS accredited BSc (Hons) Biomedical Science degrees

An IBMS accredited BSc (Hons) degree in biomedical science offers students a route into the biomedical science profession. In order to work as a biomedical scientist in the UK individuals must be registered by the Health Professions Council (HPC). Completion of an IBMS accredited degree and IBMS registration training portfolio provides eligibility to apply to the HPC for registration and membership of the IBMS in the class of Licentiate.

IBMS accredited biomedical science degree programmes are designed to provide students with a wide ranging, research-informed scientific education. IBMS accredited BSc degree programmes cover the cellular and molecular basis of human disease, diagnostics and therapeutics, opening up a wide range of career opportunities for graduates. Graduates completing an IBMS accredited degree will be well equipped to seek employment in a range of academic and industrial research settings, in addition to diagnostic practice.

Further information about the IBMS and its relevance to your career can be found at
http://www.ibms.org/go/biomedical-science/careers-jobs

Students on IBMS accredited degrees can apply for Associate membership of the IBMS but are also eligible for one year free Associate membership of the Institute.
Royal Society of Biology Advanced Accredited Sandwich Years degrees
Royal Society of Biology Advanced Accreditation of our Sandwich, degrees highlights them as having the potential to educate the life science leaders and innovators of the future. Degree accreditation supports the advancement of learning and teaching in the biosciences, and aims to address the skills gaps between undergraduate study and employment in the biosciences. Accreditation acknowledges academic excellence by highlighting degrees that provide graduates with the skills and experience necessary to enter employment in either academic or industrial research and innovation.

For graduates of our accredited programmes, your degree will have been shown to deliver up-to-date knowledge of the subject and the most current research and analytical methods, as well as the right learning support and teaching environments.

**Further information about the RSB and its relevance to your career can be found at**
https://www.rsb.org.uk/careers-and-cpd/careers

Graduates from our accredited degrees will also be able to become a Member of the Society of Biology after only one further year of work or professional practice, rather than the usual three.
Notes of conduct

STUDENTS

1. Although the School and University attempts to provide a flexible and supportive timetable, students must try their utmost to be available for all lectures, workshops and meetings between 9am-6pm, Monday-Friday in weeks 1-30.

2. Students must adhere to attending +80% of all recorded events. Non-attendance of events and non-submission of coursework will trigger disciplinary action.

3. Students must recognise that the Kent Email service is the primary means of communication from the School to the student. Email accounts should be checked daily and any requests responded to accordingly. When emailing the School students should clearly state their name and login, programme of study and relevant module number.

4. Students agree to manage their time wisely and understand that each single 15 credit module requires 150 hours of study. This means that each academic year requires a minimum of 1200 study hours (30 weeks at 40 hours per week).

5. Students have the right to contact any member of staff by email and request a meeting to discuss lectures or coursework. However, the member of staff should be allowed negotiate a suitable time to meet within the working week. Please note that staff within the School may not always be able to meet immediately due to other work commitments. Students are asked to respect the time of others and ensure they attend pre-arranged meetings. Contacting such staff should also command respect. Emails starting ‘Yo’ or ‘Hey’ or without a salutation are unacceptable.

6. Students should contact their academic advisor (tutor) should they have any grievance or concern regarding their course or any situation, personal or otherwise that affects their studies. In addition, students have the right to discuss any issue with their academic advisor ‘in confidence’ or another member of staff as appropriate. Students should be aware of both School and University Welfare procedures and use these as appropriate.

7. Students have the right to approach any member of staff for advice regarding their course but must listen and adhere to the advice given by that member of staff, even if that is to contact another staff member.

8. Students agree that academic staff requires up to 4 working days to respond by email and it is unreasonable to ask staff to respond to questions within 96 hours of an assessment deadline. Administrative staff will aim to respond to emails within two working days.

9. Students must appreciate and realise that both academic and administrative staff have busy and varied commitments within the University and beyond and that immediate correspondence or contact is not always available.

10. Academic advisors and/or project supervisors will usually provide references for your future beyond Kent. However, it is polite and courteous to ask these members of staff if they are willing to provide a reference. Equally, references should not be requested or demanded at short notice.

STAFF

1. Staff are expected to treat students with respect but it is equally expected that this respect is extended to staff. All staff of the University are committed to support Equality, Diversity and Inclusivity.

2. Any changes in timetabled events will be communicated to students with reasonable notice. However, unforeseen circumstances (eg. Staff illness/bad weather) may result in cancellation of teaching at short notice.
3. Staff are expected to be available during term-time for students to consult. Students must appreciate that staff reserve the right to timetable appointments that fit in their schedule and such appointments should be within +7 days of the request. We recommend that students contact staff by email to organise any appointments.

4. Academic staff will attempt (where appropriate) to respond to email requests in 4 workings days to provide either a solution or to effect a solution. As a result, staff do not have to respond to email requests at short notice responding to assessments or pertinent questions. Administrative staff will attempt to respond to email requests within two working days.

5. If staff are concerned regarding either conduct or action of a student or students, then they have a duty to refer the incident to the School Administration Manager, College Master, Deputy Head of School or Head of School for deliberation and action.

6. Academic advisors and/or project supervisors will normally offer references for students but it is reasonable for references to be requested +7 days before the deadline and students should not use staff as referees without permission.
Useful Information

Head of School:
Professor Martin Warren (M.J.Warren@kent.ac.uk), Ingram room 401, extension 4690.

Deputy Heads of School:
Dr Anthony Baines (Teaching) (A.J.Baines@Kent.ac.uk), Stacey room 121, extension 3462
Dr Dan Mulvihill (Research) (D.P.Mulvihill@kent.ac.uk), Ingram room 424, extension 7239

Director of Learning and Teaching:
Dr Pauline Phelan (P.phelan@kent.ac.uk), Stacey room 132, extension 3002

Senior Tutor/Disciplinary Officer:
Dr Kay Foster (K.E.Foster@kent.ac.uk), Stacey room 220a, extension: 7899

School Administration Manager:
Dr Laurienne Tibbles (L.tibbles@kent.ac.uk), Stacey room 220a, extension 3025

Welfare Officer:
Dr Lis Curling (E.M.A.Curling@kent.ac.uk), Stacey room 217, extension: 7048.
Dr Martin Carden (M.J.Carden@kent.ac.uk), Ingram room 381, extension 3993

Disability Officer:
Dr Lis Curling (E.M.A.Curling@kent.ac.uk), Stacey room 217, extension: 7048.

Staff-Student-Liaison Committee Chairpersons:
Dr Wei-Feng Xue (W.F.Xue@kent.ac.uk), Stacey room 110, extension: 3742.
Dr Alessia Buscaino (A.Buscaino@kent.ac.uk), Stacey Room 215b, extension: 4854

Placement Year Co-ordinators:
Dr Mark Wass (pre-placement) (M.N.Wass@kent.ac.uk), Stacey Ground floor 19, extension 7626
Dr Mike Geeves (during placement) (M.A.Geeves@kent.ac.uk) Ingram Room 426, extension 7597

Year Abroad Placement Coordinator:
Dr Jeremy Rossman (J.S.Rossman@kent.ac.uk), Ingram room 322, extension 3207

Internationalisation Officer
Prof Mick Tuite (incoming students) (M.F.Tuite@kent.ac.uk) Stacey room 124, extension 3699

Departmental Safety Officer:
Dr Martin Carden (M.J.Carden@kent.ac.uk), Ingram room 318, extension: 3993.

Student Administration Officer:
Kim Dawkins (K.A.Dawkins@kent.ac.uk), Stacey room 201, extension 4125

Biosciences Admin Office:
Bio-admin@kent.ac.uk, Stacey room 201, extension 3743
## Location of Teaching Staff and Tutors

You are likely to find that the easiest means of contacting staff is by email.

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Telephone No.</th>
<th>Room No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. A.J. Baines (AJB)</td>
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</tr>
<tr>
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<td>Stacey G17</td>
</tr>
<tr>
<td>Dr. A. Buscaino (AB)</td>
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<td>4854</td>
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</tr>
<tr>
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<td>3993</td>
<td>Ingram 318</td>
</tr>
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<tr>
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<td>4821</td>
<td>Stacey 123</td>
</tr>
</tbody>
</table>
Registration for Modules

Module Registration for Stage 1

You will be required to register at the University before joining in September. A guide for the enrollment process can be found on the University website:

http://www.kent.ac.uk/gettingstarted/

All Stage One modules are compulsory so there is no requirement to pick options at this stage.

The degree programmes in the School of Biosciences have been designed to provide the fundamental training required to become a professional scientist. Each module has a code consisting of two letters followed by three digits. The letters identify the responsible school; Biosciences modules have the prefix BI.

The compulsory modules for each degree programme are given in the module information section of this handbook.

Change of Modules

Any change to the modules for which a student is registered requires the approval of the Academic Advisor together with the Director of Learning and Teaching. All such applications must be made on the official module transfer form which can be obtained from Biosciences Room 201, Administration. Students are advised to discuss such changes with their academic adviser in the first instance.

Module transfers at Stage 1 will not normally be permitted after Week 3 of the Autumn Term. Module transfers at Stage 2 and 3 will not normally be permitted after week 2 of the autumn term.

Change of Degree Programme

Any transfer of degree programme is subject to the approval of the Director of Learning and Teaching and should be made on the official course transfer form available from Biosciences Room 201.

If you are transferring to a degree programme which requires a compulsory module you are not already taking you should normally make the change before the end of the third week of the Autumn Term.

Students wishing to transfer to another Faculty should consult their academic adviser in the first instance and then see the School's Director of Learning and Teaching.

We will inform Student Finance of any notifiable changes to your Programme of Study.
Teaching, Learning and Assessment

Teaching Hours and Timetables
Your personal timetable will be available on your personal record on the Student Data System. It is sometimes necessary to amend the timetable and timetable changes are sent either via SMS text message or via email to students. It is your responsibility to check your email regularly for notification of any changes. You are reminded that all teaching sessions are compulsory. You should check your email regularly for changes.

If a module you are taking does not appear on your timetable, or if you have a timetable clash you should report this without delay to the Administration Office, Biosciences room 201.

Students should note that all courses are full time and they may be required to attend lectures and seminars at this University between the hours of 9.00 a.m. and 6.00 p.m. from Monday to Friday.

Due to the dispersal of lecture venues across campus, teaching starts at five minutes past each hour and finishes at five minutes to the hour in order to allow ample time to get from one lecture theatre to the next.

The Timetable contains the following information:

<table>
<thead>
<tr>
<th>Type of class</th>
<th>Location</th>
<th>Module code</th>
<th>Module name (shortened)</th>
<th>Staff member</th>
</tr>
</thead>
<tbody>
<tr>
<td>LECTURE</td>
<td>BLT1</td>
<td>13-18</td>
<td>ENZYMES</td>
<td>Klappa Dr P</td>
</tr>
</tbody>
</table>

Teaching for some sessions is in smaller groups e.g. practical classes and supervisions. In Stage 1 you will be allocated to your group by the Timetables Office. You will be expected to remain in your allocated group unless you have extenuating circumstances, in which case you should go to the Admin Office, Biosciences, room 201 at least three days before the session takes place.

Teaching
Studying at university is different in many ways from studying at school. On entering university, you are expected to take a greater responsibility for managing your affairs. It is essential to be able to allocate time, plan workloads and adopt study habits that will allow the targets set by the university to be met. A high standard of motivation and personal discipline is a pre-requisite as well as good time management skills.

These targets involve more than just success in exams but also wide reading, across more than one subject, and deep, critical and analytical writing. In the process of studying to pass examinations, strong critical faculties should be developed alongside a good understanding of your subject.

You should devote time and energy initially to developing good study habits. If you give thought to study methods during the early stages of university life, this will form an invaluable basis for effective working practices not only during the latter stages of university but also beyond, throughout a working career. The Student Learning Advisory Service (SLAS) provides a number of courses which can help you develop your skills in this area (http://www.kent.ac.uk/uel/about/slas.html)

Lectures
Lectures give broad coverage in a relatively formal setting of a topic. In lectures, usually members of staff talk and students listen and take notes; you can ask questions for clarification. The general functions of lectures are:
1. to introduce or explore a topic
2. to impart information
3. to provide a framework for independent study

It is not necessary to commit every utterance of the lecturer to paper, but to identify and note key points. The key points are usually highlighted by the lecturer's use of the overhead projector, slides or the board or in their handout material and by the way in which things are said (for example, a phrase like “The basic elements in this process are …” heralds the arrival of some important information).

To gain the maximum benefit from a lecture requires the co-ordination of a number of mental processes. The secret is to listen actively to what is said. Active listening involves more concentration than that required in everyday conversation. Active listening entails:

1. preparation before the lecture (for example, how this lecture might relate to the previous lecture or earlier material)
2. anticipation of questions that the lecture might address
3. formulation of lines of argument as the lecture proceeds

Active listening should be supported by note-taking. Lecture notes should:

1. reflect the structure of the lecture
2. be organised around topics, sub-headings and numbered points
3. be condensed and precise

It is usually very helpful to re-draft lecture notes after the lecture. Lecture notes serve as a framework for further study and should link up with wider reading and essay writing.

Any unclear areas should be addressed as soon as possible, by consulting textbooks, discussing with fellow students and formulating clear questions for tutorials or seminars. It is very important to remember that the aim of lectures is to provide a framework on which you should base your further reading. Don't be afraid that you'll look stupid by asking a question, particularly in large groups. It is far more likely that you will not be alone with a difficulty, and fellow students will probably be glad that you have raised it.

**Please ensure that all mobile phones are turned off before entering the lecture theatre, as they disrupt the class.**

**Supervisions and Workshops**

Supervisions and workshops allow you to develop your understanding of lecture material through teaching in smaller groups. Sessions may be organised to support you in preparing for an item of assessed work or you may be required to submit prepared work at these sessions.

The groups for Stage 1 are allocated by the Timetables Office and it is important to check your timetable regularly for information about the groups you are expected to attend. Attendance at supervisions and workshops is monitored.

**Practicals**

Practical classes are designed to give you “hands on” experience of some of the experimental techniques you will learn about in the lectures. They often take the form of established experiments which are relatively simple to perform. They give you the opportunity to think about, analyse and interpret the results you obtain, and to present them in a clear and concise format. They also allow you to meet and question the lecturing staff on a more informal basis than in a lecture. Remember that the write-up of your practical reports constitutes a significant proportion of your marks for each particular module. You will be provided with precise instructions as to how your practical should be written up; this may vary from module to module. Remember to check SDS for the practical sessions you have been allocated to. Attendance is monitored. Students are not able to change their groups. Under exceptional circumstances this may be considered and request should be made to the School Admin Office in the first instance [bio-admin@kent.ac.uk](mailto:bio-admin@kent.ac.uk).
**Electronic Communication and Mail**

The School of Biosciences makes extensive use of electronic communication. All students are given an email login upon arrival at the University.

**It is regarded as your individual responsibility to check your email at least once every day and to ensure that the “inbox” has sufficient free space to allow for the reception of e-mails and documentary attachments.**

It is strongly suggested that you try to provide a **minimum of 1 Mb of space** within your “inbox” at any one time.

**Please note that we regard a failure to read, and where necessary respond to, email communications as evidence of a lack of diligence – it can therefore be used as such within any disciplinary process that may arise.**

You should also make use of the Schools web pages on Moodle where information such as notes and diagrams from lectures are posted on the teaching pages. Instruction on the use of email and web browsers is available from the Computing Service Reception.

You are likely to find that the easiest means of contacting academic staff is by email. Email addresses of Biosciences teaching staff are given in this handbook.

**Assessment**

Most modules are assessed by a combination of coursework and end of year examination, although some modules are assessed by coursework only.

Coursework may take the form of problem sheets, essays, class tests, laboratory reports, oral contributions to supervisions/seminars or any combination of these.

Examinations may take the form of essay questions, multiple choice questions, short answer questions and problem questions.

If you have had little experience of some of these various types of assessment you should seek help well before the examinations. Contact the Student Learning Advisory Service for help. Practice answering exam style questions using the past papers available Online [https://www.kent.ac.uk/library/online/exams/index.html?department=Biosciences](https://www.kent.ac.uk/library/online/exams/index.html?department=Biosciences)

Take note of the feedback and comments made on your assessed work as this should help you improve your answers.

**Please note that although staff may provide a „model answer“ to a set question during a revision lecture or similar as part of feedback, model answers are not available for past paper exam questions.**

**e-Learning and Moodle**

The University Virtual Learning Environment, known as ‘Moodle@Kent’, is available to all students using their normal Kent log-in. It can be accessed via the student portal or direct at: [https://moodle.kent.ac.uk/moodle/](https://moodle.kent.ac.uk/moodle/)

Online training guides for Moodle and general information regarding e-learning are available from the “Student Support” section of the e-learning website at: [http://www.kent.ac.uk/elearning/new-student.html](http://www.kent.ac.uk/elearning/new-student.html)

Any technical problems with your Moodle modules should be directed to the IS helpdesk at: [http://www.kent.ac.uk/itservices/help/](http://www.kent.ac.uk/itservices/help/). Information on how the Moodle module will be used on your course will be given to you by your lecturer at the start of term.
Attendance and Diligence

Attendance at laboratory and other practical classes, supervisions, seminars, examples classes and lectures is compulsory. Attendance at these classes is monitored and non-attendance, without the prior permission of the member of staff responsible for taking the class in question, is reported to your academic adviser. Much of the basic material is covered in lectures and you will find it very difficult to make a success of a science degree programme unless you attend all lectures. Failure to comply could, in extreme cases, result in you being required to withdraw from the university (http://www.kent.ac.uk/teaching/qa/regulations/index.html).

Student Progress
The progress of students in the Faculty is formally monitored. Students are expected to attend all timetables events. Attendance monitoring of lectures, practical and workshop sessions takes place throughout the year. Poor attendance is taken seriously and will be followed up by Academic advisors in the first instance, and may result in monitored attendance or referral to the Senior Tutor. The School's Senior Tutor, may give advice to the student on academic problems and/or may refer the student to the Student Learning Advisory Service in the Unit for the Enhancement of Learning and Teaching, the English Language Unit or other sources of advice or support on academic matters. If non-attendance or academic problem persists the student will be referred back to the Senior Tutor for further action, this may include a formal letter of warning, outlining the requirements with respect to their pursuit of further study; failure to comply may lead to a warning from the Faculty Dean. Failure to attend compulsory sessions and engage in study may result in termination of registration. Students have the right to make representation to the Faculty Review Panel before a decision on such a recommendation is confirmed. Request for a review should be submitted in writing to the Faculty Secretary. Such a request should outline the grounds for a review.

Full details of the University's academic discipline procedures are contained in the University's Regulations, available on the web at https://www.kent.ac.uk/regulations/Regulations%20Booklet/academic_discipline_attendance_and_exam_failure.html

If you miss a Compulsory Session
If you miss a compulsory session directly affecting your ability to submit coursework you must inform your academic adviser and the member of staff concerned. In exceptional circumstances it may be possible for you to attend a different group. It may also be possible for you to submit the work e.g. if you miss a practical class you may be able to analyse data and write the report. **You must have the permission of the member of staff** taking the class to do this and the support of your academic adviser. Should you miss a lecture it is your responsibility to obtain any handouts from the lecturer and to ‘catch-up’ on the lecture notes.

Authorised Absence
The School of Biosciences does not authorise absences under any circumstances, so a missed event will appear as such on SDS. Keeping us informed of absence can reduce the likelihood of disciplinary action. Students will not be penalised for absence with good reason.

Submission of Coursework
Most modules have an element of continuous assessment ranging from 20-50% of the total mark for that module. Some modules are assessed by coursework only.

**It is therefore important to submit all work by the deadlines prescribed as the penalty for late or non-submission of coursework is that a mark of zero is awarded for the missing work and the final mark for the module concerned calculated accordingly. If you fail to submit items of coursework you will find it very difficult to pass the module and gain the associated credits. It is your responsibility to check that a mark for submitted coursework has been received. If you submit coursework and no mark is given please contact the admin office urgently.**

Deadlines for Submission of Coursework, Extended Essays and Dissertations
Deadlines for the submission of required work will be notified to students by the appropriate lecturer. Deadlines are also shown on the Student Data System. Work submitted within the deadline will be marked and returned. The normal method of submission of work for Biosciences modules will be through online submission, although some assignments may need to be handed in to the
Administration office at midday on the day of the deadline.

Please note that late submission of coursework which is not subject to any concessionary plea will be awarded a mark of zero. Further details at:


All written coursework and examination answers must be clearly legible and submitted in clear standard English. Work which does not conform to such standards will not be marked.

Work submitted for assessment must represent the individual student's efforts and must not be copied from another student. Work that has been copied from another student may be awarded a mark of zero and the reason for the award of the mark communicated to the student's academic adviser, the Director of Learning and Teaching and the Plagiarism Officer. Repetition of this offence can result in a student being required to withdraw from the University (see the section on Academic Integrity in this handbook).

Retention of Coursework
Because coursework marks contribute to final module marks you should keep copies of all essays and assessments which you submit for marking. In certain cases external examiners may wish to consult an individual student's coursework; it is therefore advisable for you to keep a folder for each module containing your assessed work. Examiners may ask to see your coursework at the end of Stage 2 and/or at the end of Stage 3; work should, therefore, be kept until the end of Stage 3. If you are required to submit your folder of work you will be notified by the Chair of the Board of Examiners concerned during the Summer Term.

If you miss a Deadline/Assessed Session/Examination
Please note that students are responsible for managing their own learning, revision and assessment activities throughout the duration of each term or assessment period. They are expected to plan carefully and manage their workload and should not leave coursework, learning, revision or similar activities until the last minute. Part of this responsibility is meeting all coursework deadlines and attendance at all classes. We consider this an essential part of your professional development.

If you miss a deadline, in-class assessment or examination, you will automatically and immediately be awarded a zero mark for that piece of work. There are no opportunities for extended deadlines or re-running of in-class tests under any circumstances.

The School does not operate a system of authorising absences, so nonattendance will be recorded as absence in your attendance records. Students should endeavor to ensure all appointments are planned outside of your timetable commitments.
Concessions

The School of Biosciences recognises that very occasionally, and for reasons beyond their control, students may be prevented from undertaking or completing an assessment at the appropriate time. The Concessions Committee is convened several times during the academic year to consider such cases. The Committee considers cases on an individual basis and decides whether, on the basis of evidence presented by the student, the mark of zero awarded for missed work should stand.

If you wish the Concessionary Committee to consider your case for missing work, or under performance in exams, the following procedure is followed:

1. Students must complete the online “Submission of Concessionary Evidence” form: https://moodle.kent.ac.uk/moodle/mod/folder/view.php?id=239916 attaching electronic versions of any supporting evidence (scanned hard copies or PDF files if necessary).
2. The School Admin Office collates this information during the academic year. The information provided by students in support of such claims shall be regarded as confidential.
3. The Concessions Committee meets frequently throughout the year, and at the end of the year before the Board of Examiners meets. The Committee considers individual cases in turn.
4. If the Concessions Committee deems that the evidence presented represent mitigating circumstances beyond the reasonable control of the student, the mark may be disregarded and the overall module mark will discount the missed assessment. Otherwise the mark of zero will stand.
5. Students will be informed by email if any changes to marks are made.

Please note that it is the responsibility of the student to complete the appropriate form and supply the necessary evidence to allow the Concessions Committee to consider your case.

Mitigating circumstances

Not all circumstances warrant the same consideration by the Concessions Committee. Some are clearly beyond the reasonable control of students and some are not, and students are expected to make every effort to hand in work on time and attend tests. Examples of circumstances deemed to be beyond the reasonable control of the student would include bereavement involving a close relative or friend, a serious accident or illness requiring hospitalisation, and burglary and theft. Examples of circumstances that would NOT ordinarily be considered beyond the reasonable control of the student include attending a wedding, mistaking the deadline, mis-labelling the work with the wrong module code, leaving work to the last minute and loosing work due to technical issues, problems that could have been anticipated, or illness where the Committee deems it feasible for the student to have attempted the assessment. Other circumstances may be deemed as beyond the reasonable control of the student; however these are at the discretion of the Concessions Committee. The Committee will make a judgment on the case put forward and the supporting documentation submitted by the student.

Please note that the examples given are not exhaustive but are intended as a guide to what the Concessions Committee will regard as acceptable „mitigating circumstances” when making academic judgments.

Supporting evidence

Your application should be supported by appropriate evidence. Independent verification of your mitigating circumstances provides the Concessions Committee with more of a basis on which to base the merits of your case. The following examples are intended as a guide only and are not exhaustive; the student is responsible for submitting the evidence that they feel is sufficient to outline the circumstance to the Committee so that they can make an informed judgment. In instances where concessionary circumstances have affected multiple assessments/exams, it is helpful for concessions forms to detail specifically which assessments or exams have been affected.

Examples of acceptable documentary evidence
- copy of death certificate, death announcement, funeral order of service (in case of bereavement)
- letter from lawyer (in case of legal problems)
• letter from police or crime report (in case of crime)
• letter from hospital, GP or University Medical Centre (in case of health problems)

**Examples of non-acceptable documentary evidence**
• self-certification of illness
• letter written by a friend or acquaintance.

The University does not normally consider medical certificates for long-standing controlled condition conditions, or self-limiting illness, as mitigation for impaired performance. Affected students are expected to have had the benefit of experience, medical knowledge or help to control this condition, and should have registered with the University’s Student Support Services ([https://www.kent.ac.uk/studentsupport/register/register.html](https://www.kent.ac.uk/studentsupport/register/register.html)) and have in place measures to support their studies. Where we know in advance of a relevant disability we will make reasonable accommodation for this, and your tutor can discuss your approach to academic studies.

Please note that if you miss a practical session/workshop/seminar that is assessed by a written report, you are still expected to submit the work. It is your responsibility to find the information necessary to complete the work and submit it by the deadline; academic staff will not repeat information from these sessions for students who have not attended.

**Monitoring your Performance**
Your marks will be entered on the Student Data System and you can use the system to monitor your performance. **Please check regularly that all your marks are entered correctly.**

**Marking Criteria**
The Department has standard marking criteria used for written assignments, poster and oral presentations, which are outlined below.
Table 1 School Marking Criteria for Essay and Written Assignments

<table>
<thead>
<tr>
<th>School Marking Criteria for Essay and Written Assignments</th>
<th>Departmental marking system for Years 1 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Mark band (%)</td>
</tr>
<tr>
<td>I. Contains all of the information with either no or very few errors. Would be difficult to cover more within word limit.</td>
<td>Excellent</td>
</tr>
<tr>
<td>II. Addresses the question correctly, understanding its meanings. Little or no irrelevant material.</td>
<td></td>
</tr>
<tr>
<td>III. Demonstrates full understanding of topic within a wider context. Shows excellent critical and analytical abilities, i.e. a good awareness of assumptions made in, and limitations of conclusions.</td>
<td></td>
</tr>
<tr>
<td>IV. Shows evidence of having read relevant literature and is able to use this effectively in the answer. Accurate citing of references</td>
<td></td>
</tr>
<tr>
<td>V. Contains evidence of sound independent thinking, presenting material in an original fashion.</td>
<td></td>
</tr>
<tr>
<td>VI. Ideas expressed clearly and concisely. Essay written logically and with appropriate structure.</td>
<td></td>
</tr>
<tr>
<td>VII. Standard of English very high. Diagrams, tables, etc. detailed, relevant and visually pleasing</td>
<td></td>
</tr>
<tr>
<td>I. Contains most of the information required with a few minor errors.</td>
<td>Good</td>
</tr>
<tr>
<td>II. Addresses the question adequately. Little or no irrelevant material.</td>
<td></td>
</tr>
<tr>
<td>III. Demonstrates substantial understanding of topic within a wider context. Shows good critical and analytical abilities.</td>
<td></td>
</tr>
<tr>
<td>IV. Shows evidence of having read some of the relevant literature and is able to use this in the answer. References cited.</td>
<td></td>
</tr>
<tr>
<td>V. Shows independent thinking, some of which may be faulty. Limited originality.</td>
<td></td>
</tr>
<tr>
<td>VI. Some ideas expressed incoherently. Some faults in logic and structure of essay.</td>
<td></td>
</tr>
<tr>
<td>VII. Standard of English satisfactory. Diagrams, tables etc. lacking detail and relevance.</td>
<td></td>
</tr>
<tr>
<td>I. Contains the essential core of the information required with some minor errors and only a few, if any, major errors.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>II. Does not address all aspects of the question. May contain some irrelevant material.</td>
<td></td>
</tr>
<tr>
<td>III. Demonstrates limited or patchy understanding of topic and its context. Shows limited critical and analytical abilities.</td>
<td></td>
</tr>
<tr>
<td>IV. May show evidence of having read some relevant literature but generally fails to demonstrate understanding of it or to use it correctly in the answer.</td>
<td></td>
</tr>
<tr>
<td>V. Shows no independent thinking.</td>
<td></td>
</tr>
<tr>
<td>VI. Some ideas expressed incoherently. Some faults in logic and structure of essay.</td>
<td></td>
</tr>
<tr>
<td>VII. Standard of English satisfactory. Diagrams, tables etc. lacking detail and relevance.</td>
<td></td>
</tr>
<tr>
<td>I. Contains a limited amount of the information required with many minor and possibly some major errors.</td>
<td>Marginal pass</td>
</tr>
<tr>
<td>II. Does not really address the question. Includes irrelevant material.</td>
<td></td>
</tr>
<tr>
<td>III. Demonstrates little understanding of topic and its context. Little evidence of critical and analytical abilities.</td>
<td></td>
</tr>
<tr>
<td>IV. Little or no evidence of having read relevant literature.</td>
<td></td>
</tr>
<tr>
<td>V. Shows no independent thinking.</td>
<td></td>
</tr>
<tr>
<td>VI. Ideas generally expressed incoherently. Faults in logic and structure of essay.</td>
<td></td>
</tr>
<tr>
<td>VII. Standard of English weak. Diagrams lacking detail and relevance.</td>
<td></td>
</tr>
<tr>
<td>I. Contains very little or none of the information required and/or substantial factual errors.</td>
<td>Fail</td>
</tr>
<tr>
<td>II. Largely/completely fails to address the question either because material is largely irrelevant or because there is little or no information.</td>
<td></td>
</tr>
<tr>
<td>III. Demonstrates little or no understanding of topic and its context. No evidence of critical and analytical abilities.</td>
<td></td>
</tr>
<tr>
<td>IV. Little or no evidence of having read the relevant literature.</td>
<td></td>
</tr>
<tr>
<td>V. Shows no independent thinking.</td>
<td></td>
</tr>
<tr>
<td>VI. Ideas expressed incoherently. Many faults in logic and structure of essay.</td>
<td></td>
</tr>
<tr>
<td>VII. Standard of English very poor. Illegible. Not proof-read. Diagrams, tables, etc. completely lacking detail and relevance or no relevant diagrams.</td>
<td></td>
</tr>
</tbody>
</table>

Key to categories of marking criteria:

I. Information and knowledge
II. Addressing the question
III. Understanding the topic
IV. Reading of literature (beyond lectures)
V. Originality/independent/creative thinking
VI. Presentation – format, length, organisation, clarity, style and general fluency
VII. Technical quality – spelling, grammar, punctuation, paragraphing, effective use of diagrams and tables.

Three important points should be made about these criteria:

1. The criteria are not regarded as absolute but as guideline for classification
2. The scale of standards is continuous rather than discontinuous
3. A student’s performance may not be equal under all assessment headings. Therefore, the exact mark given will be a matter of professional judgement of the marker(s)
Table 2 School Marking Criteria for Poster Presentations

<table>
<thead>
<tr>
<th>School Marking Criteria for Poster Presentations</th>
<th>Departmental marking system for Years 1 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Mark band (%)</td>
</tr>
<tr>
<td>I. Covers the topic comprehensively with little or no irrelevant material. Shows very good understanding of research area and critical analysis of any data presented.</td>
<td>Excellent  70-100</td>
</tr>
<tr>
<td>II. Professionally presented, visually pleasing poster with clear, succinct panels and high quality illustrations/figures. Text can be read at a distance and is not over-burdened with detail. Logical flow of presentation including introductory and summary panels. Title large and eye-catching. Excellent standard of English.</td>
<td>Good  60-69</td>
</tr>
<tr>
<td>III. Accomplished oral presentation of poster. Concise and accurate talk through poster, highlighting major points. Knowledgeable answers to questions, drawing on material not presented in poster.</td>
<td></td>
</tr>
<tr>
<td>I. Covers most aspects of the topic with little or no irrelevant material. Shows good broad understanding of research area and some critical analysis of any data presented.</td>
<td>Satisfactory  50-59</td>
</tr>
<tr>
<td>II. Well-presented poster with good quality illustrations/figures. Text can be read at a distance and there is a logical flow of material from panel-to-panel, which includes introductory and summary panels. Title large and eye-catching. High standard of English.</td>
<td></td>
</tr>
<tr>
<td>III. Poster well explained, not over-detailed and covering all or most key points. Answers to questions cover more than bare essentials.</td>
<td></td>
</tr>
<tr>
<td>I. Poster demonstrates a general understanding of the topic but does not cover all aspects of the subject area and there may be some errors. Limited or no evidence of critical analysis of any data presented.</td>
<td>Marginal pass  40-49</td>
</tr>
<tr>
<td>II. Poster contains text and illustrations/figures that satisfactorily present the subject matter. However, text may be too small or too detailed or fail to flow from panel to panel. Illustrations/figures lack detail or are over-detailed. Some of key points not highlighted. May be some errors in English.</td>
<td></td>
</tr>
<tr>
<td>III. Satisfactory explanation of poster, but fails to bring out some of the major points of the presentation or lacks fluency. Answers to questions are generally accurate, but generally cover only bare essentials.</td>
<td></td>
</tr>
<tr>
<td>I. Many aspects of core material not covered and frequent errors/misunderstandings. No evidence of critical analysis of any data presented.</td>
<td></td>
</tr>
<tr>
<td>II. Poster presentation fails to highlight many of the key points. Text difficult to read or too detailed or fails to explain panels. Illustrations/figures poorly presented. Logical progression of poster difficult to follow at times. Standard of English weak.</td>
<td></td>
</tr>
<tr>
<td>III. Poster not explained clearly. Major points not highlighted or confused. Errors in answers to questions, which demonstrate a superficial knowledge of the subject area.</td>
<td></td>
</tr>
<tr>
<td>I. No evidence for critical analysis of any data presented.</td>
<td>Fail  &lt;40</td>
</tr>
<tr>
<td>II. Poster poorly presented and fails to highlight key points. Panels difficult to read at a distance and/or over-detailed. No logical progression of poster from panel to panel. Standard of English poor.</td>
<td></td>
</tr>
<tr>
<td>III. Poster poorly explained, so that key points are not brought across or contain many errors. Answers to questions incorrect or not given.</td>
<td></td>
</tr>
</tbody>
</table>

Key to categories of marking criteria:
I. Content, relevance and understanding.
II. Organisation, presentation and technical quality.
III. Oral presentation of poster.

Three important points should be made about these criteria:
1. The criteria are not regarded as absolute but as guideline for classification
2. The scale of standards is continuous rather than discontinuous
3. A student’s performance may not be equal under all assessment headings.

Therefore, the exact mark given will be a matter of professional judgement of the marker(s)
### Table 3: School Marking Criteria for Oral Presentations

<table>
<thead>
<tr>
<th>School Marking Criteria for Oral Presentations</th>
<th>Departmental marking system for Years 1 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Mark band (%)</td>
</tr>
<tr>
<td>I. Covers the topic comprehensively with little or no irrelevant material. Shows good understanding of research area and critical analysis of any data presented.</td>
<td>Excellent 70-100</td>
</tr>
<tr>
<td>II. Very well presented talk including informative/clear introduction and summary in addition to body of talk. Limited requirement for notes. Presentation not over-burdened with details. Constructive use of visual aids, which are clear and visually pleasing. Good communication/eye-contact with audience.</td>
<td>Good 60-69</td>
</tr>
<tr>
<td>III. Accomplished answers to questions, which are concise, relevant and draw upon material not discussed in the talk. May employ visual aids to clarify answer.</td>
<td>Satisfactory 50-59</td>
</tr>
<tr>
<td>IV. Accurate timekeeping</td>
<td></td>
</tr>
<tr>
<td>I. Covers most aspects of the topic with little or no irrelevant material. Shows broad understanding of research area and some critical analysis of any data presented.</td>
<td>Satisfactory 50-59</td>
</tr>
<tr>
<td>II. Well presented talk including introduction and summary in addition to body of talk. Some notes required. Visual aids useful and clear. Good communication/eye-contact with audience.</td>
<td>Satisfactory 50-59</td>
</tr>
<tr>
<td>III. Answers demonstrate an appreciation of the question and cover more than the bare essentials.</td>
<td>Satisfactory 50-59</td>
</tr>
<tr>
<td>IV. Accurate timekeeping</td>
<td></td>
</tr>
<tr>
<td>I. Not all core material covered and frequent errors/misunderstandings. Talk not placed within a broader scientific context. Limited or no evidence of critical analysis of any data presented.</td>
<td>Marginal pass 40-49</td>
</tr>
<tr>
<td>II. Poorly structured talk making it difficult for the audience to follow. Excessive use of notes required. Either no visual aids or visual aids are of limited value, or inaccurate, or disorganised.</td>
<td>Marginal pass 40-49</td>
</tr>
<tr>
<td>III. Answers very limited or contain several errors. Detailed responses are poorly structured.</td>
<td>Marginal pass 40-49</td>
</tr>
<tr>
<td>IV. Talk significantly too short or too long</td>
<td></td>
</tr>
<tr>
<td>I. Covers very little relevant material and talk contains many errors/misunderstandings. No evidence for critical analysis of any data presented.</td>
<td>Fail &lt;40</td>
</tr>
<tr>
<td>II. Talk lacks structure and organisation, or is essentially read from notes. Visual aids are either of very limited use or absent. Poor communication/eye-contact with audience.</td>
<td>Fail &lt;40</td>
</tr>
<tr>
<td>III. Fails to answer questions or answers contain many errors. Responses poorly structured and confusing.</td>
<td>Fail &lt;40</td>
</tr>
<tr>
<td>IV. Talk much too short or overran so much that it was stopped.</td>
<td>Fail &lt;40</td>
</tr>
</tbody>
</table>

**Key to categories of marking criteria:**
- I. Content, relevance and understanding.
- II. Organisation and presentation
- III. Answers to questions
- IV. Timekeeping

**Three important points should be made about these criteria:**
1. The criteria are not regarded as absolute but as guideline for classification.
2. The scale of standards is continuous rather than discontinuous.
3. A student’s performance may not be equal under all assessment headings. Therefore, the exact mark given will be a matter of professional judgement of the marker(s).
**Student Data System**

The University has an on-line Student Data System (SDS). The system is accessible by students from the Student Guide: www.kent.ac.uk/student. It gives you on-line access to the following information:

- Your lecture and class timetable;
- Coursework Details: includes assessment deadlines, weightings and other related information;
- Your marks: you are able to view your coursework marks as they are entered into the system throughout the year. Examination marks will be available at the end of the academic year once they have been confirmed by Boards of Examiners;
- The modules for which you are registered;
- The records of your attendance at compulsory classes;
- Your end of Stage result.

In your final year of study, you will be able to register for your congregation ceremony. The system also allows you to view and notify changes to some of your personal details as held by the University. In addition you can verify your current mobile phone number and sign up for text alerts from the University.

The system has a number of facilities to enable you to register on-line:

- Returning registration at the start of a new academic year;
- Confirmation of examinations and assessment in the Spring Term;
- Optional modules registration;
- You can sign up for study skills workshops throughout the academic year.
Academic Integrity, plagiarism and honesty

*What is academic integrity?*
While you are at university, you are expected and required to act honestly regarding the work you submit for assessment in your courses. General Regulation V.3: Academic Discipline states that: students are required to act with honesty and integrity in fulfilling requirements in relation to assessment of their academic progress.

General Regulation V.3 specifies that any attempts to:

- cheat
- plagiarise
- improperly influence your lecturer’s view of your grades
- copy other assignments (your own or somebody else’s) or
- falsify research data

will be viewed as a breach of this regulation.

The full details of this regulation including disciplinary procedures and penalties are available at: [http://www.kent.ac.uk/teaching/documents/quality-assurance/credit-framework/creditinfoannex10.pdf](http://www.kent.ac.uk/teaching/documents/quality-assurance/credit-framework/creditinfoannex10.pdf)

Most students do not have any problems understanding the rules and expectations about acting honestly at university, although some are not familiar with academic expectations and plagiarism.

*What is plagiarism?*
General Regulation V.3 states that plagiarism includes: reproducing in any work submitted for assessment or review (for example, examination answers, essays, project reports, dissertations or theses) any material derived from work authored by another without clearly acknowledging the source.

In addition, certain Schools or subjects may define plagiarism more narrowly. This means that if you read, study or use any other work in your assignment, you must clearly show who wrote the original work. This is called referencing and correct referencing will help you to avoid accusations of plagiarism.

*Definition of Plagiarism in the School of Biosciences*
Some of the major learning objectives throughout your undergraduate programme are to develop abilities for independent study, logical and original thought, and clear written and spoken communication. All modules will help you develop these skills, in one way or another, and we will test periodically how you are progressing. There is no doubt that a mastery of these skills will pay great dividends whatever your career path. It is important that you develop these skills.

Plagiarism is defined as the act of reproducing the ideas, discoveries and written work of others and passing them off as one’s own. Other words to describe plagiarism are ‘cheating’, ‘deceiving’, ‘defrauding’, ‘forging’ and ‘counterfeiting’. A student who copies another’s work is attempting, not only to achieve a higher mark than is warranted, but also to gain an unfair advantage over his or her fellow students. Frequent plagiarism, if undetected, could result in a higher degree being awarded than is deserved and the cheating student getting the employment opportunity or the MSc or PhD position that should have gone to the honest graduate (who may even be a fellow classmate).

Honesty in reporting data and ideas is an essential tenet of the scientific world. You will all have read of cases of scientific fraud which have had far reaching negative impacts when the research is applied or when it has resulted in the unfair career progression of an individual. Once dishonesty is revealed, it is very difficult for the culprit to recover from the taint that will be associated with him or her.

In this context, it is worth remembering that your tutors and lecturers are often asked by potential employers to comment on your honesty and integrity. Cheating as an undergraduate will make it very difficult for your referees to answer that question in a way that will help your application.

Plagiarism takes many forms and includes: direct copying of phrases, sentences and paragraphs from the WWW, theses, examination answers, textbooks and papers without acknowledgement; slight modifications (paraphrasing) to sentences and paragraphs; and unattributed reproduction of tables and figures. Copying part or all of another student’s work (with or without their permission) and using work from ‘essay banks” without acknowledgement is also cheating. If you reproduce your own work (for example, from a previous university assessment or even a
school essay) this is duplication and you risk being penalised. If you have questions about what constitutes plagiarism you should consult your tutor or lecturer.

In all written work, such as a report, an essay, or when compiling a critical review of published research, you must try to think of a different way to express a phrase or sentence that you have read. If you cannot, then you must put it in ‘quotation marks’ as well as acknowledging its source (e.g. Smith et al., 2002) in the text and with a full reference in the Reference section. The cutting and pasting of Figures and Tables (or redrawing without significant modifications) without acknowledgement is also plagiarism. If you do copy and cite Figures in an essay or dissertation, it should be limited to a very small number. Remember that reinterpreting and redrawing Figures and Tables (citation should read: „taken from“, „after“, „redrawn from“) will, in many cases, not only present the work in a more relevant context, but also help you to better understand the science. In addition, this extra effort will convince the marker that a good level of thought has gone into the work and result in the award of a higher mark. Micrographs, gels, complicated analytical information, etc. can be reproduced with full citations but with detailed legends appropriate to the piece of work being submitted.

**Detection**

Detection of plagiarised, copied and duplicated work will involve random checking of all work submitted. Checking will be done by careful comparisons of student work and by the electronic searching of already published documents.

**Penalties**

Penalties for plagiarism will be assessed by the plagiarism officer and/or Chair of the disciplinary committee and will be determined based on the severity of the offence(s), whether a formal warning has previously been issued or the proportion of the work that has been plagiarised. Details can be found in, Annex 10 of the credit framework [https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex10.html](https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex10.html), but penalties may range from a capped or zero mark to termination of registration. Any students penalised for plagiarism will be put “on probation” for the remainder of their undergraduate degree and a regular check made of their work for further instances of plagiarism. Students may appeal to their academic advisor or the Senior Tutor to have a decision reviewed.

**Duplication of Coursework**

A student must not reproduce in any work submitted for assessment any substantial amount of material used by that student in other work for assessment, either at this University or elsewhere, without acknowledging that such work has been so submitted. Students who feel that they might need to cover similar ground in two pieces of coursework should consult their supervisors in both modules.

The University does not accept the duplication of material and will impose severe penalties if it occurs.

**What is referencing?**

Referencing means acknowledging the original author/source of the material in your text and your reference list. Examples of source material which should be referenced include:

- exact words (written or spoken)
- summarised or paraphrased text
- data
- images (graph, tables, video, multimedia etc.)
- pictures or illustrations
- ideas or concepts
- theories
- opinion or analysis
- music or other performance media
- computer code
- designs, drawings or plans

A variety of referencing styles are in use at the University of Kent. Specific style guides can be accessed from your School, Library or UELT website. Good referencing and avoiding plagiarism are pre-requisites to good writing.

If you are unsure about essay writing in general or want to make sure that you will receive the good marks you deserve, you can visit the Student Learning Advisory Service based in the UELT building. For details see: [http://www.kent.ac.uk/learning/](http://www.kent.ac.uk/learning/)
Further information for students on Academic Integrity can be found at:
http://www.kent.ac.uk/ai/students/index.html
Student Support and Wellbeing

Some students will, at some stage of their undergraduate careers, face problems that require professional guidance. For this reason, the University provides a number of central services to assist students in resolving problems during their time at Kent. The “Support” section of the Student Guide (www.kent.ac.uk/student) has links to the support services available. You should consult this section and direct initial enquiries to the relevant central service if you encounter problems of a non-academic nature (e.g. accommodation, finance, etc).

For issues relating to academic progress, Biosciences provides personalised support to all students using a personal academic support system (PASS) where each student is allocated an academic adviser. The purpose of PASS is to promote and encourage independent student learning, provide advice on academic matters and monitor academic progress. You are informed of the name of your adviser during Induction Week and on the Student Data System, and you will meet them in your first few days at Kent. The purpose of these meetings is to discuss academic progress, provide advice on academic matters such as module selection and further study, and facilitate the transition to being independent learners. In addition, your tutor will usually be the person you ask for a reference; through their interactions with students during the degree programme, academic advisers are best placed to comment on your academic abilities along with other information employers ask for, such as independence, self-motivation, relationships with others, etc.

Following an initial meeting in week 0, there will be regular meetings with your academic adviser throughout the year. If academic matters arise during term time which you would like to discuss, you are welcome to do so, but you must make an appointment. You should also make your adviser aware of any serious or long-standing personal circumstances that may impair academic progress so that they can provide the best advice and guidance, allowing you to meet the expectations of your degree programme and to fulfil your academic potential. Mitigating circumstances that affect one-off classes or assessments are dealt with separately in the section on “If you miss a deadline/assessed session”.

Please note that, unlike at school, the staff who teach you have many responsibilities besides teaching undergraduate students. Your advisers are involved in a wide range of teaching and research activities, within and outside the University and across the world. This makes studying at university a unique, exciting and inspiring experience as the people teaching you are often world-leading authorities in their field of expertise. However, it also means that your advisor is very busy and will not always be available at a time of your choosing. In order to see any member of academic staff, you must make an appointment first by email. It is not acceptable to turn up at a member of staff's office and expect to be seen immediately without prior arrangement. The best adviser-student relationships are built on mutual respect for each other. Academic staff are well aware of the considerable challenges of undertaking Bioscience degree programmes, and they want to see you do as well as you can. Your academic adviser will encourage you to fulfil your potential and support you in taking a proactive approach to your study, but will expect you to take responsibility for your own learning.

If there are matters that your adviser has been unable to help with, the School’s Welfare Officer (Dr. Lis Curling, E.M.A.Curling@kent.ac.uk) can advise on some academic welfare issues.

Staff-Student-Liaison-Committee (SSLC)

This acts as a forum for informal exchange of views and comments on all aspects of the School’s activities. Elections for the student members are held in each Autumn Term and the members of the Committee and Minutes of their meetings are posted on the School’s notice boards. Student representatives from the SSLC also serve on School’s Learning & Teaching Committee and the Faculty Teaching Committee or Faculty Board.

Teaching Committee

Academic matters are controlled by the Schools Learning & Teaching Committee. Again, normal dealings would be channeled through your academic adviser, but the Schools Director of Learning and Teaching would be available if you felt that it would be useful to talk directly to him/her.

Student Representation

Providing outstanding student representation is integral to Kent Union’s existence. There is student representation at all levels of University life. Every student will have a course representative who is elected to listen to the views of course mates and discuss them with staff at Department consultative meetings. There are elected student representatives who sit on Faculty and University wide committees as well as full time Sabbatical Officers who represent students’ needs on issues such as academic, welfare and social matters at University, local and national level. All representatives are
elected in elections which take place either in October or March so YOU can decide who represents your needs! These posts are very important for the Staff to get feedback from the student body on how the courses are going and if there are any issues affecting students on certain modules or programmes. Being a Rep can be a very fulfilling role and can be useful experience when applying for positions after university. For more information on student representation and how to get involved visit: http://www.kentunion.co.uk/representation/coursereps/

The course reps for the 2014-15 Academic year are*:
BioSciences School Rep
Lucas Kiazim (lk248@kent.ac.uk)

Biology Year 2 Course Rep
Christina Costello (cc559@kent.ac.uk)

Biology Year 3 Course Rep
tbc

Biochemistry Year 2 Course Rep
Gabriella Laker (gl233@kent.ac.uk)

Biochemistry Year 3 Course Rep
tbc

Biomedical Sciences Year 2 Course Rep
Aimee-Louise Hamlin (ah686@kent.ac.uk)

Biomedical Sciences Year 3 Course Rep
tbc

*First year reps are elected in the autumn term

Welfare
In addition to the academic adviser system, other routes are available in the School and the University for students to seek help and you should feel free to approach any of your lecturers. The School’s Welfare Officers (currently Dr Lis Curling and Dr Martin Carden) serve as a source of information concerning welfare issues and provides a link with the Welfare Committee (financial advice and hardship funds), the Accommodation Office, Counselling Service, Chaplaincies, Medical Centre, Equal Opportunities Officer and the Students’ Union. In addition the Welfare Officers provide information on support groups and services, such as Citizen’s Advice Bureau and relevant information is displayed on the Welfare notice board on the ground floor. Guidance and advice on which service to contact can be found on the website at: http://www.kent.ac.uk/studentservices/

The Master of your College will always be willing to listen in confidence to any problems you may have. In addition, the Medical Centre, Accommodation Officer, Student Counsellor, Chaplaincy, Careers and Appointments Service and various other members of the Registrar’s staff are willing to help whenever they can, as is the Students” Union Welfare Officer.

Student Support and Wellbeing
The service offers support to students with disabilities, specific learning difficulties and medical conditions during their time at the University and can assist with the following:

- applying for funding to pay for specialist equipment (e.g. software programs) and helpers (e.g. note takers);
- arranging support from specialist staff, according to individual needs;
- helping you find out if you have dyslexia;
- talking to your lecturers about particular help you may need in lectures and seminars
- discussing any special arrangements you need for exams
- contacting other departments about specific assistance you may require.

Students who require additional support must make contact with SSW and complete the registration form via the website at: http://www.kent.ac.uk/studentsupport/register/register.html

Contact Details:
CANTERBURY CAMPUS:
Student Support, Keynes College, University of Kent, Canterbury, Kent CT2 7NP (Via Keynes main entrance, Rooms Hg 7-9)
Open Monday to Friday: 9.00am – 5.00pm Phone: 01227 823158
Email: accessibility@kent.ac.uk
Fax: 01227 824450
Website: http://www.kent.ac.uk/studentsupport/

Dignity at Study Policy
The University of Kent is committed to developing a working and learning environment in which all have the right to be treated – and the responsibility to treat others – with dignity, courtesy, respect and consideration.
We aim to develop a culture that
• Values diversity
• Fosters respect for everyone
• Does not tolerate prejudice
• Is free from harassment and bullying

Personal harassment and bullying in all its forms, is unacceptable, therefore staff and students should ensure that they are familiar with the University Policy Document:
http://www.kent.ac.uk/regulations/Regulations%20Booklet/dignity_at_study_policy_july2013.pdf

University Medical Centre
Attached to the University is a modern, well equipped Medical Centre that you are encouraged to register with as soon as possible. The Medical Centre is part of the National Health Service providing a full range of specialist medical services to students, staff and their families. Medical Centre staff include doctors, nurses and therapists and there is access to a variety of specialist services including mental health, contraception and sexual health clinics. The Medical Centre provides an entirely confidential service. It is situated on the campus in Giles Lane past Keynes College and behind the Woodlands building. The University Nursing Services, open to all students, is available in term time in Keynes College and has inpatient facilities if required.

To register with the Medical Centre visit www.kent.ac.uk/medical/ where you can also find further information on the University Medical Centre and the services it provides plus health advice on a variety of topics relevant to students.

University Counselling Service
The Counselling Service is an integral part of the Welfare Services offered on campus free of charge to part-time and full-time students. Counselling is valuable if you are feeling that your life, at work or at home, has become out of balance in some particular way. For example it may that you are experiencing the aftermath of a bereavement, difficulty in managing change, conflicts in relationships at work or at home, stress or burn out, difficulty with concentration, low self-esteem or low self-confidence, depression or anxiety, the after effects of childhood trauma or a recent crisis of some kind. It can really help to talk things over with a counsellor.

Contact in confidence:
UNIVERSITY COUNSELLING SERVICE, Keynes College
Tel. 01227 823206 or 01227 764000 ext. 3206
Email: Counselling@kent.ac.uk http://www.kent.ac.uk/counselling

Status Letters
Students sometimes need to have a letter which confirms that they are a registered student. The University attaches great importance to the accuracy of these and limits the number of people who are authorised to prepare or sign them. Requests for status letters should be made via: http://www.kent.ac.uk/student-records/students/status-letters.html

References
Each School ensures that an appropriate mechanism is in place to provide references on request, normally after graduation. Usually you would expect your academic adviser to write a reference and/or your Project supervisor if a second reference is required. You should use the Personal Development Planning system throughout your studies to record your achievements so that you will be able to provide your referee with a Personal Development Statement so that an accurate reference may be written.

Please note that it takes time to prepare a reference and academic advisers are responsible for several students. Therefore plan your job applications carefully, talk to your referees and provide them with the relevant information in advance of the deadline whenever possible.

Academic Advice
Each School has established a clear system of academic support and advice on progress for all its students. In Biosciences you should be able to consult your tutor for advice on:
(i) Module choice and programme structure
(ii) General academic guidance

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(iii) Academic problems/difficulties
(iv) Progression routes
(v) Individual progress
(vi) Change of module or programme
(vii) Further/Advanced study
(viii) Other academic issues

**Intermission and Withdrawal Procedures**

**Intermission**
It is important that you seek help if you are experiencing problems with your studies.

If you seek a period of intermission you are strongly advised to check the financial consequences with your sponsors. It is very important that your sponsor is consulted.

Students take time out from their degree (known as intermitting) for a variety of reasons, mainly personal, but sometimes academic or financial. If you feel you need some time out, go and see your School’s Senior Tutor or the University Counselling Service. Intermitting does not change the duration of your degree it just gives you the opportunity to take some time away from University should you need to. The University does not encourage students to take longer than normal to complete their studies but is willing to discuss this with you. Whatever is decided you will need to speak to your funding body to ensure that any funding you receive is not affected by intermission.

Intermission is normally given for a complete academic year, or occasionally part of an academic year. Your School’s Senior Tutor will ultimately be responsible for authorising your period of intermission. However, no intermission will be granted after the end of student examination/assessment confirmation ie end of week 15.

Possible reasons for leave to intermit are:
1. Personal Grounds - Family or personal reasons (other than illness) prevent you from continuing your studies.
2. Financial Grounds - Where your financial situation prevents you from continuing your studies.
3. Medical Grounds:
   (a) Absence from the University due to medical or emotional reasons, or other such extenuating circumstances.
   (b) Illness or extenuating circumstances, which are having a negative impact on your studies.
   (c) Illness or extenuating circumstances that have interrupted your studies
When the reason for intermitting is medical, medical evidence will be requested from you. Before you return from intermission, you will be required to provide another medical certificate to testify that you are fit to return to your studies.

A few things to remember:
• Intermitting does not change the number of terms you will spend at the University, or your examination results.
• Intermitting is intended to relieve you of a disadvantage, not put you at an advantage to other students.
• You must check funding issues / implications with your Funding Body / the University Finance Office.
• If you subsequently want to change the period for which you have been permitted to intermit, you must seek approval from your School’s Senior Tutor.
• If you have to go out of residence quickly for medical reasons, make sure you are seen by a doctor at the time so they can give you a medical certificate that reflects the severity of your condition.
• Make sure that you complete a ‘Change of Circumstances Form’ for Student Finance if you intermit. If you wish to intermit you should discuss the matter with your tutor or school advisor in the first instance.
Final permission will be granted by the School’s Senior Tutor where there are good medical, financial or personal reasons, or where intermission can be shown to be in your academic interests.

**PLEASE NOTE THAT IF YOU HAVE NOT HAD PERMISSION TO INTERMIT, YOUR FEES WILL NOT BE ADJUSTED – AND YOU WILL BE CHARGED FULL FEES FOR ACCOMMODATION AND TUITION.**

**Withdrawal**
If you wish to withdraw you should seek an interview with the School’s Senior Tutor, to whom you must subsequently write confirming any decision to withdraw. Failure to follow these procedures will result in you being charged accommodation and tuition fees.

**INTERNATIONAL STUDENTS WHO ARE CONSIDERING INTERMISSION OR WITHDRAWAL SHOULD MAKE CONTACT WITH THE STUDENT ADVICE CENTRE (KENT UNION) TO DISCUSS THE IMPLICATION THIS WILL HAVE ON VISA STATUS.**
**Complaints Procedure**

As a student you are entitled to receive competent teaching on all modules you take. The questionnaire you fill in at the end of the module will enable your teachers to pick up suggestions for improvement, and in many cases you will be able to sort out any problems on the spot by talking them through with the teacher(s). However, it does occasionally happen that there are serious grounds for dissatisfaction which can be dealt with only by someone other than the teacher(s) concerned. If you, as an individual or as a group of students, feel that the basic requirements of good teaching are not being met, or that there are other issues to do with a module or its teacher(s) which you feel give grounds for complaint, you should raise the matter immediately. You may want to talk first to your tutor or student representative, and ask him or her to convey the complaint to the Convenor, Director of Learning and Teaching or the School’s Senior Tutor.

The Convenor of a module is the person who will normally consider any complaint. You may, however, if you wish, take a complaint in the first instance to the Director of Learning and Teaching, Senior Tutor, Departmental Administrator, Head of School or finally to the Dean of the Faculty.

If there are grounds for complaint, you may wish, at the end of the module, to make a case that the inadequacies of the teaching have affected your performance. It is important that you should have raised any complaint you may have about a course or about a teacher immediately it became a matter of concern to you.
School of Biosciences and University Organisation

School of Biosciences Offices
The School's offices can assist you with a number of matters relating to your registration and are generally open between 9.30-12.30 and 13.30-4pm, Monday to Friday.

Administration Office (Biosciences Room 201)
The Administration Office is the enquiry office for students and deals specifically with:

- Module Registration Changes to Modules
- Letters to Student Finance and other sponsors
- Changes to programme of study
- Changes to supervision/practical groups Timetable clashes/problems
- Intermission
- Withdrawals

The Administration Office is room 201. Email address: bio-admin@kent.ac.uk

The Registry
There are some matters that are not dealt with in the School and for these students need to visit the relevant Registry department. These include:

- Name changes (Registry Student Reception)
- Fee payments and queries (Income Office, Registry)
- Immigration Office Application for Extension of Stay (Registry Student Reception)
- US Exchange students need to register their module choices with the International Office (International Office, Registry)

Some matters are dealt with by Registry departments, but administered online. Examples of such activities are:

- Council Tax Exemption Certificates
- Returning registration
- Confirmation of student status letters
- Transcripts of results

University Support Services
In addition to departmental support, the University has a wide range of support services. These include:

- Enrolment Management Services
  http://www.kent.ac.uk/ems/
- Alumni Relations (Communications and Development Office)
  www.kent.ac.uk/alumni/
- Careers and Employability
  http://www.kent.ac.uk/ces/
- Chaplaincy
  www.kent.ac.uk/chaplaincy/
- College Masters’ Offices
  http://www.kent.ac.uk/studentservices/masters-office/
- Student Support
  http://www.kent.ac.uk/studentsupport/index.html
- Student Wellbeing - Counselling Service
  http://www.kent.ac.uk/studentwellbeing/counselling/
- Disability and Dyslexia Support Service
  http://www.kent.ac.uk/studentsupport/disabilities/index.html
- Centre for English and World Languages
http://www.kent.ac.uk/cewl/

- Equality, Diversity, and Inclusivity
  http://www.kent.ac.uk/studentservices/equality/index.html
- European Office (Studying abroad)
  www.kent.ac.uk/european-office/
- Information Services (Computing and Library)
  www.kent.ac.uk/is/
- International Development
  www.kent.ac.uk/international/immigration_support/
- Kent Law Clinic
  www.kent.ac.uk/law/clinic/

The Student Learning Advisory Service
http://www.kent.ac.uk/learning/index.html

The Student Learning Advisory Service (SLAS) is a free, friendly advice service providing guidance and information on all aspects of effective learning and study skills to ALL students (from all subject disciplines and subject levels) from the minute they arrive at the university until they finish their studies. The Service provides academic advice and guidance for students interested in strengthening their study skills, or wishing to discuss a specific study skills area. The Service also works in close partnership with academic schools in many of its initiatives and collaborates with other constituencies of the university e.g. associate or partner colleges. The Student Learning Advisory Service is a popular resource for undergraduates, postgraduates, full-time, part-time, mature and/or international students. It is part of the Unit for the Enhancement of Learning and Teaching (ULET).

Mathematics and Statistics Support
This is also available via SLAS with further details and information available here:
http://www.kent.ac.uk/learning/academic-advice/maths.html

Additional help with writing
The Royal Literary Fund (RLF) is a national scheme to help students develop their academic writing. SLAS hosts a Royal Literary Fellow on both Canterbury and Medway campuses. Please see the website for further information:
http://www.kent.ac.uk/learning/academic-advice/literaryfellow.html

Programmes
Workshops: Each term, in partnership with the Library and Information Services, we offer a series of generic workshops on study skills that students from all levels and departments can attend. Please check our website;

Additional support for mature and part-time students/VALUE MaP: A programme for mature and/or part-time students which is run as a series of workshops on effective study on the Canterbury, Medway and Tonbridge campuses, on Saturdays and at varying times of the week to allow for flexible attendance.

Additional exam support/ VALUE programme: In conjunction with participating departments, we offer a programme for Stage 1 students who are concerned about transferring to Stage 2 of their studies and who might be at risk or underachieving.

Advantage Initiative (AI): The Advantage Initiative offers academic schools the opportunity of embedding study skills within their core modules.

Online Resources
Online study skills guides and links to other resources:
http://www.kent.ac.uk/learning/resources/index.html

The Careers and Employability Service
Some of the CES resources which you may find useful at this stage include:

Online:
- Main University of Kent Careers site www.kent.ac.uk/careers
- Career Planning Timeline www.kent.ac.uk/careers/timeline.htm
- What Can I Do With My Degree In ...? http://www.kent.ac.uk/careers/degreein.htm
- Work Experience [www.kent.ac.uk/careers/vacwork.htm](http://www.kent.ac.uk/careers/vacwork.htm)
- Choosing a Career [www.kent.ac.uk/careers/Choosing/ChoosingCareer.htm](http://www.kent.ac.uk/careers/Choosing/ChoosingCareer.htm)
- “I Want To Work In …” [www.kent.ac.uk/careers/workin.htm](http://www.kent.ac.uk/careers/workin.htm)
- Employability Skills [www.kent.ac.uk/careers/sk/skillsmenu.htm](http://www.kent.ac.uk/careers/sk/skillsmenu.htm)

(see [www.kent.ac.uk/careers/opening.htm](http://www.kent.ac.uk/careers/opening.htm) for locations and opening times)

**Employability and Volunteering**

The School takes the development of the employability skills of its students very seriously. There are many opportunities for students to develop skills outside of their academic programme, and to try new activities. For example, they offer the Kent Student Certificate in Volunteering ([http://www.kentunion.co.uk/eandv/kscv/](http://www.kentunion.co.uk/eandv/kscv/)) which is a scheme that recognises the hours you put in as a volunteer for which you receive a certificate that can be added to your CV. There is also the STAND OUT scheme ([http://www.kentunion.co.uk/eandv/training/](http://www.kentunion.co.uk/eandv/training/)) which offers professional training sessions on different skills such as public speaking or event planning. The University Careers and Employability Services offers advice, training and skills development for all students to prepare them for work and further study after their degree ([http://www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/)). CES also now runs a Kent Employability Award which you can sign up to which can help you with your career planning and skills development ([http://www.kent.ac.uk/careers/moodle.htm](http://www.kent.ac.uk/careers/moodle.htm)).

**Personal Development Planning**

Personal Development Planning helps students to take charge of their learning, recognise their strengths and weaknesses and plan for their short term and long term future. It helps you to identify the transferable skills you will achieve at University and how you can apply them to the wider world of employment and further study. Each discipline has its own approach to PDP which fits with its curriculum and the typical career paths for its graduates, so you should ask your department for advice. Personal Development Planning is available to every University student in the UK. At Kent it is a student-led activity supported by academic departments.

For more information, see the PDP website at: [http://www.kent.ac.uk/learning/PDP-and-employability/pdp/index.html](http://www.kent.ac.uk/learning/PDP-and-employability/pdp/index.html)

**Centre for English and World Languages**

The Centre for English and World Languages offers the English Language Development programme for non-native speakers of English registered as students at this University. Extending over two terms, the programme consists of four components:

**Essay writing:**
[http://www.kent.ac.uk/cewl/](http://www.kent.ac.uk/cewl/)

**Grammar:**

**Listening / note-taking:**
[http://www.kent.ac.uk/secl/elu/courses/eldp/prog-structure/listening.html](http://www.kent.ac.uk/secl/elu/courses/eldp/prog-structure/listening.html)

**Seminar discussion and presentation skills:**
[http://www.kent.ac.uk/secl/elu/courses/eldp/prog-structure/seminar.html](http://www.kent.ac.uk/secl/elu/courses/eldp/prog-structure/seminar.html)

The course aims to help students improve their English language and gives them the chance to discuss specific difficulties. They can attend a total of 2 hours weekly in the autumn and spring terms and will receive guidance as to which of the components will be most useful to meet their particular need. Students with high attendance rates will be awarded a letter of attendance.

Booking is essential. Students interested in joining these groups should complete the online application form at: [http://www.kent.ac.uk/secl/elu/courses/eldp/registration.html](http://www.kent.ac.uk/secl/elu/courses/eldp/registration.html) further enquiries to j.short@kent.ac.uk English Language Unit office hours: Monday - Friday 09.00 - 17.00 telephone: ext 4401 or 7648, or direct line 01227 824020 or 01227 827648

**The Templeman Library**

The Library, at the heart of the Canterbury campus, provides essential resources to support you throughout your studies. The building itself holds over a million items including books, journals, DVDs and other multimedia resources. It offers a variety of study and IT facilities: group and silent study areas, presentation practice rooms, networked PCs, as well as wireless access, laptop loans, and a café. A vast range of resources is available online, including full-text journals and newspapers, reference material, databases and bibliographies; you can access these
from wherever you are with your Kent username and password. The Library also provides a training and support network to help you make the most of its resources, including a Help & Enquiry desk service. Academic liaison librarians, who are your subject specialists, deliver one-to-one and group training and produce online subject guides which highlight the resources that are likely to be most useful for your studies.

www.kent.ac.uk/library

**IT and computing services**
The first-class IT facilities available on campus are supported by an online, telephone and in-person helpdesk to provide user support and help to get started. Over a thousand student PCs, located in college PC rooms and in the Templeman Library, offer a range of general and academic software and high-speed internet* access.
Find a PC on campus: www.kent.ac.uk/itservices/pcs/locations.html

**Your IT account**
Full details on how to connect to your IT account on campus can be found via the student guide:
http://www.kent.ac.uk/itservices/internet/index.html

**Improve your IT skills**
Training opportunities are available to help you make the most of IT facilities to conduct research, write essays and produce academic papers. As a Kent student, you can access online learning materials, sign up for free workshops or choose to take a recognised IT qualification. For more information, visit www.kent.ac.uk/student/skills
Examinations

Examinations Timetable
The Examinations timetable is published during the Spring term and is made available on the University Web pages. The written examinations take place in the Summer Term and you may be required to sit examinations on a Saturday.

The Examination room
It is important that all students are familiar with the examination instructions for candidates. These are available to view on the Student Records and Examinations web pages.

You should note particularly that you must take your student ID card with you to all examinations; you will be asked to produce it on entry to the Hall and you will be required to display it on the desk throughout the examination. You may not take bags or unauthorized materials into the Hall. You may not take food into the Hall, except for documented medical reasons and where this has been notified to the University. You may take still water in a clear plastic bottle into the examination hall.

Cheating in the Examinations
Regulation 4(ii) of the General Regulations for Students states that

„Except where allowed by the examination instructions, no candidate may introduce into the examination room any book, manuscript or other object or material relevant to the subject of the examination.”

THE UNIVERSITY REGARDS CHEATING OR ATTEMPTING TO CHEAT AS AN EXTREMELY SERIOUS OFFENCE. STUDENTS WHO ARE FOUND TO HAVE CHEATED MAY FAIL THE EXAMINATION OVERALL.

Calculators in Examinations
You are required to possess a specific calculator of a standard type for use in examinations. When you arrive at the University you will be informed of the approved model. This will meet all your requirements during your course and whilst you may use your own calculator during the year if you prefer, you should note that only the approved model will be permitted in the examination hall.

Dictionaries in Examinations
The use of dictionaries in the examination room is prohibited. However, Schools will ensure that an appropriate member of staff is present for the first fifteen minutes of an examination to answer questions from students. Non-native speakers of English in particular should read question papers carefully and ask about the meaning of words with which they are not familiar during this time.

Progression
To progress from one year of study to the next you must gain credit for all of the modules you study and fulfil the requirements of the credit framework - see this Handbook and website: http://www.kent.ac.uk/registry/quality/credit/studentguide.html

Each module is assessed separately and coursework and examination marks are combined to give an overall mark for the module. You must achieve an overall mark of at least 40% to pass the module and gain the associated credits.

The details of the coursework and examination for each module are given in the handbook. The written examinations for the modules take place in the Summer Term. To progress from one year of study to the next or to graduate you must gain credit in all of the modules you study each year and fulfil the requirements of the credit framework. This is achieved by:

(i) passing all your modules first time;
(ii) passing a minimum of 75% of the modules for that year of study and narrowly failing up to 25% of the modules (i.e. obtaining 30-40%) this does not apply to Stage 1 modules. If your average mark is over 40% these failed modules may be compensated or condoned allowing you to progress to the next year without resit examination provided the learning outcomes for the module have been met elsewhere, please note some modules cannot be compensated or condoned;
(iii) taking resit examinations in August to gain credit in your failed modules. The mark will be capped at 40% for a module passed on resit. (Please note that if you have failed several modules below the compensatable range you may be recommended to repeat the modules.)
**Resits**
Students who obtain a module mark of below 40% will be deemed to have failed the module and you may be offered the opportunity to resit in August of the same year or repeat the modules you have failed. You should note that in such circumstances it is rarely possible to repeat coursework and any continuous assessment marks will be carried forward to the resit examination. Students will be offered two opportunities to pass any failed modules.

Students may be examined on a module on at most three occasions. Thus a student who has failed a module on three occasions will not be permitted to take a further examination on the module in question and will be required to withdraw. Students who fail a coursework only module may be required to sit an exam in August or resubmit coursework.

Note that where a candidate resits and passes examinable modules, the original mark for such modules will be replaced by the minimum pass mark for the purpose of calculating the final degree classifications i.e. a mark of 40% is awarded for a module passed on resit.

**The Placement Year**
Students who wish to take a 4-year degree programme with a year spent on a work placement are advised that the approval of the School is required at the beginning of the second year. Such approval is not automatic and depends on good academic progress in the first year and your suitability to spend a year away from the University. Students must achieve an overall average mark of 60% at Stage 1 in order to proceed to the Placement Year. This is rising to 65% for 2015 Stage 1 entrants to proceed to the Placement year except those who met or exceeded their entry offer for a 4-year Placement programme.

**Year Abroad Study**
Our Year Abroad option exists for all of our degree programmes (Biochemistry, Biology and Biomedical Science). Year Abroad programmes allow students to live and study in a different country, supplementing their education while gaining experience of different cultures as part of their learning experience. The opportunities provided by the Year Abroad are highly valued by future employers who are seeking graduates with global connections, cultural awareness and a breadth of experience during their degree programmes. As with the Placement Year approval of the School is required at the beginning of the second year to progress on to this Programme of Study. Students must achieve an overall average mark of 65% at Stage 1 in order to proceed to the Year Abroad programme except for 2015 Stage 1 entrants and onwards) those who met or exceeded their entry offer for a 4-year Year Abroad programme.

**Stage 1**
On completion of Stage 1, and on acquisition of credit for all modules studied, students will be awarded an overall grade and classification. Classification is based on both the overall average and preponderance methods.

**Stage 2**
The Stage 2 examinations in the Summer Term of the second year make a significant contribution towards your degree classification (up to 40%). The contribution of each module to the overall mark for the stage is proportional to the number of credits.

Students following a four year degree programme with a Placement Year will be assessed on their Placement year performance and report, Assessment differs for Sandwich Year (10% degree) and Professional Year (pass/fail).

**Final Degree Classifications**
For information on final classifications, stage weightings and Board of Examiners meetings students are strongly advised to consult the Credit Framework:

**IBMS Accreditation**
Once you have graduated with the accredited Biomedical Science degree you will need to obtain written confirmation of the acceptability of your degree from the IBMS in order to receive your registration portfolio to complete in the workplace. You should see the IBMS website for instructions (http://www.ibms.org). You are advised to keep a file of all your coursework, module outlines and your end of year transcripts should the IBMS require further details of your studies.
The Credit Framework, Classification and Appeals

The University Credit Framework outlines the requirements for Degree Awards, Progression during a course of study and the appeals process. Students are strongly advised to read this document.


European Credit Transfer System

The University has adopted the European Credit Transfer System (ECTS) in the context of our participation in the Erasmus programme and other European connections and activities.

What is ECTS?

ECTS, the European Credit Transfer System, was developed by the Commission of the European Communities in order to provide common procedures to guarantee academic recognition of studies abroad. It provides a way of measuring and comparing learning achievements, and transferring them from one institution to another.

ECTS credits

ECTS credits are a value allocated to module units to describe the student workload required to complete them. They reflect the quantity of work each module requires in relation to the total quantity of work required to complete a full year of academic study at the institution, that is, lectures, practical work, seminars, private work - in the library or at home - and examinations or other assessment activities. ECTS credits express a relative value.

In ECTS, 60 credits represent the workload of a year of study; normally 30 credits are given for a semester and 20 credits for a term. It is important that no special courses are set up for ECTS purposes, but that all ECTS courses are mainstream courses of the participating institutions, as followed by home students under normal regulations.

It is up to the participating institutions to subdivide the credits for the different courses. Practical placements and optional courses which form an integral part of the course of study also receive academic credit. Practical placements and optional courses which do not form an integral part of the course of study do not receive academic credit. Non-credit courses may, however, be mentioned in the transcript of records.

Credits are awarded only when the course has been completed and all required examinations have been successfully taken.

ECTS students

The students participating in ECTS will receive full credit for all academic work successfully carried out at ECTS partner institutions and they will be able to transfer these academic credits from one participating institution to another on the basis of prior agreement on the content of study programmes abroad between students and the institutions involved.

The ECTS Grading Scale

Examination and assessment results are usually expressed in grades. However, many different grading systems co-exist in Europe. Interpretation of grades varies considerably from one country to another, if not from one institution to another. The ECTS grading scale has thus been developed in order to help institutions translate the grades awarded by host institutions to ECTS students. It provides information on the student’s performance additional to that provided by the institution’s grade; it does not replace the local grade. Higher education institutions make their own decisions on how to apply the ECTS grading scale to their own system.

1. Each institution awards marks/grades on the basis of its normal procedures and system and these marks form part of the student transcript.

2. The ECTS scale is designed as a "facilitating scale" to improve transparency but not to interfere with the normal process of awarding marks within each institution or attempt to impose uniformity. The ECTS grading scale ranks the students on a statistical basis.

3. Within the broad parameters set out below each institution makes its own decision on the precise application of the scale.
ECTS GRADING SYSTEM

<table>
<thead>
<tr>
<th>ECTS Grade</th>
<th>% of successful students normally achieving the grade</th>
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<tbody>
<tr>
<td>A</td>
<td>10</td>
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<tr>
<td>B</td>
<td>25</td>
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<td>C</td>
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<td>D</td>
<td>25</td>
</tr>
<tr>
<td>E</td>
<td>10</td>
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<tr>
<td>FX</td>
<td>A distinction is made between the grades FX and F that are used for unsuccessful students. FX means: “fail – some more work required to pass” and F means: “fail – considerable further work required”.</td>
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<td>F</td>
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Diploma Supplement

The Diploma Supplement is awarded, free of charge, to every student graduating from the University of Kent. This is in addition to the Degree Certificate.

What is the Diploma Supplement?
The Diploma Supplement was developed to provide students with a document that will be attached to a higher education qualification and improve international recognition of academic and professional qualifications (diplomas, degrees, certificates etc).

The supplement provides a description of the nature, level, context, content and status of the studies a student pursued and successfully completed. All graduating students of the University of Kent can apply for a Diploma Supplement. In order to provide greater security of graduation documents - especially for verification by third parties - the University has implemented a secure on line service (Digitary) for issuing and validating the European Diploma Supplement.

From the Digitary application students can:

- access and print a web page version of their European Diploma Supplement;
- manage the release of their graduation documents to a third party electronically, allowing the third party to verify the information on the University's web site. This removes the need to entrust original documents to the post or to request duplicate copies from the University.

The electronic verification (under access permission granted by the student) removes the need for a third party having to resort to telephone or written confirmation with the University.

What does the Diploma Supplement offer to students?
The Diploma Supplement aims to provide students with information relating to their programme of study that is both easily understood and comparable abroad. It provides an accurate description of a student's academic curriculum and competencies acquired during the period of study that may be relevant for further study and employment opportunities abroad.

For all information go to:

http://www.kent.ac.uk/student-records/graduates/european-diploma-supplement.html
## Week Dates 2015-16

### Autumn term

<table>
<thead>
<tr>
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<tr>
<td>1</td>
<td>28&lt;sup&gt;th&lt;/sup&gt; September 2015</td>
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<tr>
<td>2</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; October</td>
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<tr>
<td>3</td>
<td>12&lt;sup&gt;th&lt;/sup&gt; October</td>
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<td>4</td>
<td>19&lt;sup&gt;th&lt;/sup&gt; October</td>
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<td>5</td>
<td>26&lt;sup&gt;th&lt;/sup&gt; October</td>
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<td>6</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; November</td>
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<td>7</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; November</td>
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<td>8</td>
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<td>9</td>
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<td>11</td>
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<tr>
<td>12</td>
<td>14&lt;sup&gt;th&lt;/sup&gt; December</td>
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### Spring term

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<tr>
<td>13</td>
<td>18&lt;sup&gt;th&lt;/sup&gt; January 2016</td>
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<td>14</td>
<td>25&lt;sup&gt;th&lt;/sup&gt; January</td>
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<td>15</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; February</td>
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<td>16</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; February</td>
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<td>22&lt;sup&gt;nd&lt;/sup&gt; February</td>
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<td>29&lt;sup&gt;th&lt;/sup&gt; February</td>
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<td>20</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; March</td>
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<tr>
<td>21</td>
<td>14&lt;sup&gt;th&lt;/sup&gt; March</td>
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<tr>
<td>22</td>
<td>21&lt;sup&gt;st&lt;/sup&gt; March (NB Easter 25-28&lt;sup&gt;th&lt;/sup&gt; March)</td>
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<tr>
<td>23</td>
<td>28&lt;sup&gt;th&lt;/sup&gt; March</td>
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<td>24</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; April</td>
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### Summer term (Exams)

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<th>Week</th>
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<td>25</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; May</td>
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<td>26</td>
<td>16&lt;sup&gt;th&lt;/sup&gt; May</td>
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<td>27</td>
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<td>28</td>
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<tr>
<td>30</td>
<td>13&lt;sup&gt;th&lt;/sup&gt; June</td>
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**Please note there will be no teaching on the following dates:**
Good Friday 25 March (week 22), Easter Monday 28 March (week 23), Spring Bank Holiday, 30<sup>th</sup> May (week 28)

**Resit examinations will be scheduled in August. Please ensure you are available at this time.**