

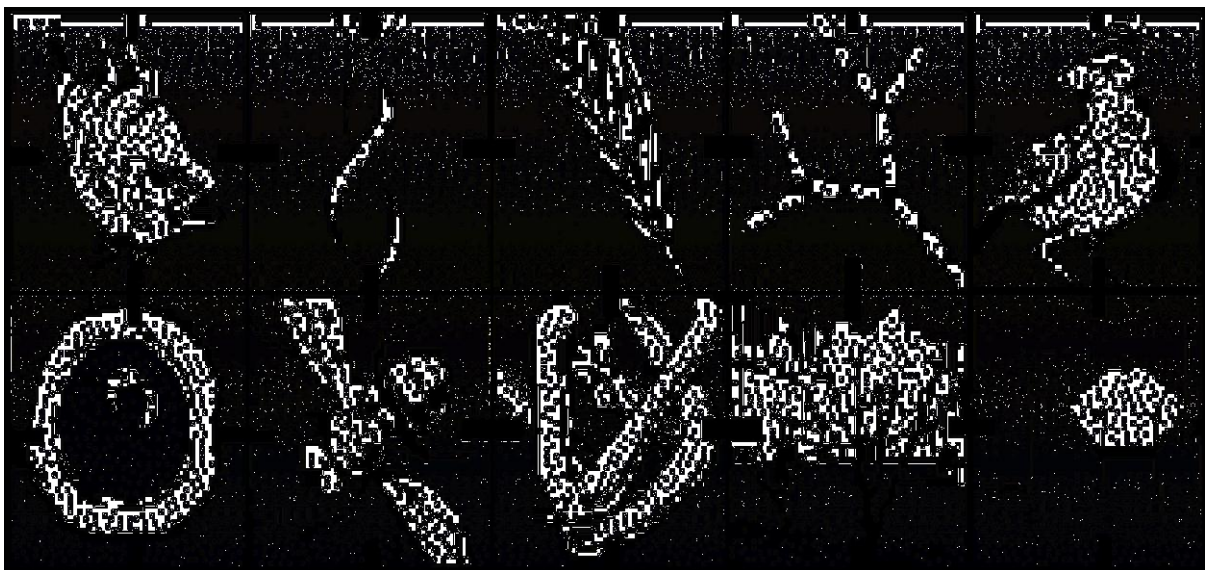


UNIVERSITY OF  
**LIVERPOOL**

**2010 – 2011**

**B. Sc. (Hons)  
TROPICAL DISEASE BIOLOGY**

***Biological Sciences***



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<b>WEB LINKS TO IMPORTANT UNIVERSITY DOCUMENTS:</b>
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<ul style="list-style-type: none"><li>• Plagiarism, Collusion and Fabrication of Data Policy: <a href="http://www.liv.ac.uk/tqsd/pol_strat_cop/plagiarismpol.pdf">http://www.liv.ac.uk/tqsd/pol_strat_cop/plagiarismpol.pdf</a></li><li>• Plagiarism, Collusion and the Fabrication of Data: Guidelines for Staff and Students: <a href="http://www.liv.ac.uk/tqsd/pol_strat_cop/plagiarism_collusion_fabrication_guidelines.doc">http://www.liv.ac.uk/tqsd/pol_strat_cop/plagiarism_collusion_fabrication_guidelines.doc</a></li></ul>
<ul style="list-style-type: none"><li>• Students Complaints Procedure: <a href="http://www.liv.ac.uk/tqsd/pol_strat_cop/stud_complnt_proc.pdf">http://www.liv.ac.uk/tqsd/pol_strat_cop/stud_complnt_proc.pdf</a></li></ul>
<ul style="list-style-type: none"><li>• Assessment Appeals Procedure: <a href="http://www.liv.ac.uk/students/student-administration-centre/policies-procedures/appeals.htm">http://www.liv.ac.uk/students/student-administration-centre/policies-procedures/appeals.htm</a></li></ul>
<ul style="list-style-type: none"><li>• System for the Classification of Three-Year Non-Clinical Undergraduate Degrees: <a href="http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_assess/cop_assess_app_i_mar_06.doc">http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_assess/cop_assess_app_i_mar_06.doc</a></li></ul>
<ul style="list-style-type: none"><li>• Classification of Four-Year and Five-Year Non-Clinical Undergraduate Degrees: <a href="http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_assess/app-j-cohort-post-0809.doc">http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_assess/app-j-cohort-post-0809.doc</a></li></ul>

# Acknowledgement Slip

This Handbook has been prepared to assist you during your Honours Year in Tropical Disease Biology. At the start of the course you will be asked by the Programme Director to read this manual. To acknowledge that you have done so, and have accepted its contents, please sign (**adding your name in block letters**) and date the form below and on the next page. Return this page to the Programme Secretary, Cheryl Williams, by the end of Week 1.

**You should be aware that, although the contents of this Handbook were correct at the time of printing, the current versions of documents (e.g. the Code of Practice on Assessment) will always be found, in electronic format, at the indicated links and you are encouraged to always consult these.**

I, \_\_\_\_\_ (**student name in block capitals**) confirm that I have read and accept the contents of this Handbook. Specifically, I agree that it is my responsibility to:

1. understand what is meant by the terms 'plagiarism', 'collusion' and 'fabrication' and furthermore I agree that the work I undertake and submit for assessment will always be my own;
2. ensure that before commencing any project work I have read and understand the appropriate safety documentation (separate Handbooks) and have obtained the necessary safety, and where appropriate, ethical (separate documentation) or other approvals. Furthermore, I will ensure that, at the end of my project work, all unwanted laboratory samples are disposed of appropriately and that my laboratory workspace is made clean and tidy. All samples to be retained will be clearly labelled and stored safely and appropriately.

**Much of the communication to students is now through email. Please check your University email on a regular basis otherwise you will miss important information.**

Signature \_\_\_\_\_

ID number \_\_\_\_\_

Date \_\_\_\_\_

# Acknowledgement Slip – Student Copy

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**Much of the communication to students is now through email. Please check your email on a regular basis otherwise you will miss important information.**

Signature \_\_\_\_\_

ID number \_\_\_\_\_

Date \_\_\_\_\_

## **1. INTRODUCTION TO THE SCHOOL OF BIOLOGICAL SCIENCES**

### **1.1 School information**

Welcome to the Honours Programme in Tropical Disease Biology; the full programme specifications can be found on the following webpage:

<http://www.liv.ac.uk/bio/undergrad/courses/index.html> and also on the School of Biological Science's departmental page in VITAL under 'Degree Programmes'.

This Programme has arisen through collaboration between the Schools of Biological Science and Tropical Medicine to provide you with a unique opportunity to extend your training in biology into the increasingly important field of global health. The Liverpool School of Tropical Medicine is world famous and as well as benefiting academically from your association with some of the staff, you will quickly discover it to be a vibrant, cosmopolitan and friendly place. I hope that you enjoy your year and my colleagues and I look forward to meeting and working with you.

Dr. Ian Hastings, Programme Director.

#### **School Staff and Officers:**

Please refer to Section 2 of this Handbook for the names and contact details of those staff teaching in the Biological Sciences Honours School. For a full list of staff within the School of Biological Sciences, please refer to the School's website: [www.liv.ac.uk/biolsci](http://www.liv.ac.uk/biolsci)

#### **School Prizes:**

A prize is awarded to the student achieving the best overall mark in each Honours School.

#### **Guest lectures and seminars:**

Research and special seminars will be held throughout the year. Information regarding these seminars will be provided by the Programme Director, Dr. David Atkinson.

#### **Programme Specifications**

Programme specifications can be found on the School's departmental page in VITAL under 'Degree Programmes'

#### **Updates to the Handbook:**

The information provided in this Handbook is correct at the time of writing (September 2010). You will be notified of any changes to this Handbook via the School's homepage on VITAL or your Programme Director.

#### **Combined Honours Science:**

If you are studying a Combined Honours Science degree, you should use this Handbook for the appropriate part of your degree programme.

## **1.2 Diversity and Equality**

The University of Liverpool is committed to providing a positive learning and working environment where all members of the University community are treated with dignity and respect. We will address discrimination, harassment and victimisation on the grounds of gender, race, disability, age, sexual orientation, religion and belief, spent criminal convictions (where there is no exemption from the legal provisions in place), socioeconomic background or any other irrelevant factor.

The University's Diversity and Equality of Opportunity Policy provides the framework for translating this commitment into actions and has three supporting equality schemes and a number of action plans including the Disability Equality Scheme, Gender Equality Scheme and Race Equality Scheme and action plans in these and other equality strands. These documents and further information can be found at:

[http://www.liv.ac.uk/hr/diversity\\_equality](http://www.liv.ac.uk/hr/diversity_equality)

## **1.3 The University approach to supporting disabled students**

The University encourages a supportive and accessible environment for disabled students. Disabled students, including those with dyslexia or other specific learning difficulties and those with mental health needs, are advised to discuss their individual needs with their academic School/Department and the Disability Support Team in the Student Services Centre in order that appropriate support arrangements can be made. On request, information in this Handbook can be made available in an alternative format.



## 2. THE HONOURS YEAR

### 2.1 General Information

Head of the School of Biological Sciences:	Professor Steve Edwards Email: <a href="mailto:biolhos@liverpool.ac.uk">biolhos@liverpool.ac.uk</a> Tel: 0151 795 4413
School's Safety Officers:	Dr. Roger Barraclough Email: <a href="mailto:brb@liverpool.ac.uk">brb@liverpool.ac.uk</a> Tel: 0151 795 4469
	Mr Joe Carroll Email: <a href="mailto:gavia@liverpool.ac.uk">gavia@liverpool.ac.uk</a> Tel: 0151 795 5119
School's Disability Officer:	Dr Lesley Iwanejko Email: <a href="mailto:lwanejko@liv.ac.uk">lwanejko@liv.ac.uk</a> Tel: 0151 795 4564
Chair of the Board of Studies:	Dr. Steve Hill Email: <a href="mailto:rsh@liverpool.ac.uk">rsh@liverpool.ac.uk</a> Tel: 0151 795 4463

For a full list of staff within the School of Biological Sciences, please refer to the School's website: [www.liv.ac.uk/biolsci](http://www.liv.ac.uk/biolsci)

#### Student Support

The Programme Secretary for the Tropical Disease Biology programme is Cheryl Williams. The programme office is located in room G62, Ground Floor, Biosciences building.

You can contact Cheryl by phone (0151 795 4400) or by email [cheryl.williams@liv.ac.uk](mailto:cheryl.williams@liv.ac.uk).

### 2.2 **Aims of the Course**

In collaboration with the Liverpool School of Tropical Medicine, this programme aims to:

- produce graduates in tropical disease biology able to develop into leading roles in industry, research and the public services in the UK and overseas
- produce graduates with enhanced awareness of global health problems
- provide students with the skills to adapt and respond positively to changing circumstances
- develop in students the capacity for individual work and teamwork
- produce lifelong learners with intellectual and practical skills

## 2.3 Course Structure

**Programme Director:** Dr. Ian Hastings  
Email: [hastings@liv.ac.uk](mailto:hastings@liv.ac.uk)  
School of Tropical Medicine, room 66-2-06

**External Examiner:** Prof. Geoff Hide  
University of Salford

**Organisation:** A modular instruction programme comprising a total value of 120 credits, as follows:

### Core Courses:

Module Code	Module Title	Credit Value
BIOL481	Vector Biology: theory, research & implementation	15
BIOL482	Topics in Global Health	15
BIOL483	Chemotherapy of Parasitic Diseases	15
BIOL484	Parasitology	15
BIOL610	Research Project	30

### Optional courses:

Optional modules adding up to 30 credits must be taken

Module Code	Module Title	Credit Value
BIOL408	Ecology	15
BIOL445	Comparative Physiology	15
BIOL443	Animal Behaviour	15
BIOL450	Ecology and Evolution of Infectious Disease	15
BIOL319	The Pathogenesis of Microbial Disease	7.5
BIOL339	The Pathogenesis of Viral Disease	7.5

Note that it is a University requirement that any imbalance between semesters should be less than 15 credits.

2.4 Timetable Information

**TIMETABLE – SEMESTER 1 WEEKS 1-6  
HONOURS**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09.00	BIOL401 Wk 2-6 (LT3) BIOL451 (LT1) BIOL484 Wk 1-4, 6 (LT1)	BIOL401 (LT3) BIOL451 (LT1)	BIOL422 (09.30 -10.30) Wk 2 (SR3)	BIOL481 Wk 1 (LSTM)	
10.00	BIOL419 (SR4) BIOL400 Wk 2,3,6 (SR2) BIOL445 (LT1) BIOL424 Wk1 (SR6) BIOL424 Wk2 (MATH-MOTC) BIOL409 Wk 1 (SR1) BIOL445 (LT1) BIOL451 (LT1)	BIOL419 (LT2) BIOL451 (LT1)	BIOL445 (LT1) BIOL422 Wk 3-6 (SR3) BIOL445 (LT1)	BIOL474 Wk 2 (SR2 OR LT2) BIOL481 (LSTM)	BIOL417 Wk 2-4 (LIFS-LSTC) BIOL418 Wk 1 (SR2)
11.00	BIOL409 Wk 1 (SR1) BIOL417 Wk 1 (SR7) BIOL424 Wk2 (MATH-MOTC) BIOL481 (LSTM)	BIOL408 (LT1)	BIOL350 (SR6) BIOL418 Wk 3-6(SR2)	BIOL474 Wk 2 (SR2 or LT2) BIOL474 Wk 5 (SR2)	BIOL418 (SR2)
12.00		BIOL402 (LT1)	BIOL402 (LT1) BIOL408 (S2)	BIOL350 (SR6) BIOL474 Wk 5 (SR2)	BIOL484 Wk 1-5 (LT1)
13.00	BIOL422 Wk 2-6 (SR3) BIOL474 Wk 1, 6 (SR2)	BIOL475 (LIFS-LSTC)		BIOL474 Wk1 (SR2)	
14.00	BIOL400 Wk 2-6 (CHAD CTC2) BIOL409/BIOL424 Wk 3,4 (ENG ETC) BIOL417 Wk 1 (LIFS-LSTC) BIOL417 Wk 2, 3, 5, 6 (SR7) BIOL469 (SR1) from week 2	BIOL475 (LIFS-LSTC)	BIOL409/BIOL424 Wk 4 (LT1)	BIOL424 Wk 4(GUILD SUTC) BIOL424 (SR1) BIOL409 Wk 6 (SR1) BIOL471 (SR2) BIOL474 Wk 1 (SR1) BIOL474 Wk 2 (CHAD-CTC2)	BIOL424 (SR1) BIOL409 (SR2) BIOL417 Wk 2, 4 (SR7)
15.00	BIOL400 Wk 2-6 (CHAD-CTC2) BIOL409/BIOL424 Wk 3,4 (ENG-ETC) BIOL417 Wk1 (LIFS-LSTC) BIOL417 Wk 2, 3, 5, 6 (SR7) BIOL 469 (LT1 in week 1; SR1 from week 2) BIOL484 Wk 5 (LSTM)		BIOL409/BIOL424 Wk 4 (LT1)	BIOL424 Wk4 (GUILD-SUTC) BIOL409 Wk 6 (SR1) BIOL424 (SR1) BIOL471 (SR2) BIOL474 Wk 1 (SR1) BIOL474 Wk2 (CHAD-CTC2)	BIOL424 (SR1) BIOL409 (SR2) BIOL417 Wk 2, 4 (SR7) BIOL422 Wk 1 (SR3)
16.00	BIOL417 Wk 1 (SR7) BIOL469 (LT1 in week 1; SR1 from week 2) BIOL484 Wk 5 (LSTM)	BIOL409/BIOL424 Wk2-6 (SR1)		BIOL471 (SR2)	BIOL422 Wk 1 (SR3)

## HONOURS TIMETABLE – SEMESTER 1 WEEKS 7-12

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09.00	BIOL401 (LT3) BIOL451 (LT1) BIOL484 (Wk 7-11 (LT1)	BIOL401 Wk 7-11 (LT3) BIOL451 (LT1)	BIOL401 Wk 8-9 (LT3)		
10.00	BIOL419 (SR4) BIOL400 Wk 11,12 (SR2) BIOL400 Wk 7-10 (SR2) BIOL445 (LT2) BIOL445 (LT1) BIOL451 (LT1)	BIOL419 (LT2) BIOL451 (LT1)	BIOL445 (LT1) BIOL422 Wk 7-10 (SR3) BIOL445 (LT1)	BIOL422 Wk 11 (SR4) BIOL481 Wk 7-11 (LSTM)	BIOL418 Wk7, 8 (SR2)
11.00	BIOL400 Wk 11,12 (SR2) BIOL400 Wk 11,12 (SR2) BIOL481 Wk 7-11 (LSTM)	BIOL408 (LT1)	BIOL418 (SR2)	BIOL422 Wk 11 (SR4)	BIOL418 Wk 7, 9-12 (SR2)
12.00	BIOL352 Wk 7, 9, 11 (LT1)	BIOL402 (LT1)	BIOL402 (LT1) BIOL408 (SR2)	BIOL422 Wk 11 (SR4)	BIOL484 Wk 7-9, 11 (LT1)
13.00	BIOL422 (SR3) BIOL442 Wk 8, 10 (GUILD-SUTC) BIOL442 Wk 7, 9 (SR2)	BIOL442 Wk 7,9 (SR2) BIOL475 (LIFS-LSTC)	BIOL352 Wk 8, 10, 12 (LT2) BIOL352 Wk 7 (ENG-ETC)	BIOL422 Wk 11 (SR4)	
14.00	BIOL400 Wk 9(LT1) BIOL400 Wk 7-8 (CHAD-CTC2) BIOL417 Wk 7, 8 (SR7) BIOL442 Wk 8, 10 (GUILD-SUTC) BIOL442 Wk 7,9 (ENG-ETC)	BIOL422 Wk 7, 9 (CHAD-CTC2) BIOL475 (LIFS-LSTC)	BIOL409 Wk 11 (LT1) BIOL409/BIO424 Wk 8 (LT1) BIOL409/BIO424 Wk 11, 12 (SR2) BIOL417 Wk11 (SR7)	BIOL422 Wk 12 (SR4) BIOL422 Wk 11 (SR4) BIOL424 Wk 7 (SR1) BIOL471 (SR2) BIOL417 Wk 8 (SR7 or SR17)	BIOL424 Wk 7 (SR1) BIOL409 Wk 7-10 (SR2) BIOL484 Wk 10 (LSTM) BIOL417 Wk 7 (SR)
15.00	BIOL400 WK 9 (LT1) BIOL400 Wk 7-8 (CHAD-CTC2) BIOL417 Wk 8 (SR7) BIOL417 Wk 12 (SR7) BIOL442 Wk 8, 10 (GUILD-SUTC) BIOL442 Wk 7,9 (ENG-ETC)	BIOL422 Wk 7, 9 (CHAD-CTC2)	BIOL409 Wk 11 (LT1) BIOL409/BIO424 Wk 8 (LT1) BIOL409/BIO424 Wk 11, 12 (SR2)	BIOL422 Wk 12 (SR4) BIOL422 Wk 11 (SR4) BIOL417 Wk 8 (SR7 or SR17) BIOL424 Wk 7 (SR1) BIOL471 (SR2)	BIOL424 WK 7 (SR1) BIOL409 Wk 7-10 (SR2) BIOL442 Wk 8 (CHAD-CTC2) BIOL442 Wk 10 (ENG-ETC) BIOL484 Wk 10 (LSTM) BIOL417 Wk 7 (SR)
16.00	BIOL442 Wk 8, 10 (GUILD-SUTC) BIOL442 Wk 7,9 (ENG-ETC)	BIOL409/BIO424 Wk 7-10 (SR1)	BIOL409 Wk 11 (16.00-16.30) (LT1)	BIOL422 Wk 12 (SR4) BIOL417 Wk 8 (SR7 or SR17) BIOL471 (SR2)	

## TIMETABLE – SEMESTER 2 WEEKS 1-6 HONOURS

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09.00	BIOL353 (SR2) BIOL405 (LT1) BIOL450 (SR6)	BIOL482 (LSTM)	BIOL339 (SR1) BIOL405 (LT2) BIOL443 (LT1)	BIOL403 (SR1)	BIOL403 (SR6)
10.00	BIOL405 (LT1) BIOL420 (SR2) BIOL483 (LSTM)	BIOL482 (LSTM)	BIOL420 Wk 1,2 (SR2)	BIOL354 (SR2)	BIOL354 (SR6) BIOL420 Wk 1-4 (SR2)
11.00	BIOL316 Wk 6 (SR1) BIOL446 (SR2)	BIOL319 Wk 6 (SR6) BIOL443 (LT1)	BIOL404 (LT2) BIOL446 (SR2)	BIOL316 Wk 6 (SR1)	BIOL316 Wk 6 (SR1) BIOL450 (SR6)
12.00	BIOL460 (LT3)		BIOL420 Wk 1-5 (SR2)	BIOL404 (LT2)	BIOL319 Wk 6 (SR6)
13.00	BIOL474 Wk 1, 5 (SR2)	BIOL460 (LT3)			BIOL404 (LT2)
14.00	BIOL400 Wk 1-5 (SR2) BIOL417 Wk 1-4 (SR7)	BIOL483 (LSTM)			BIOL319 Wk 6 (SR6)
15.00	BIOL400 Wk 1-5 (SR2) BIOL417 Wk 1-4 (SR7)			BIOL322 (SR2)	BIOL474 Wk 1 (SR2)
16.00				BIOL322 (SR2)	

**TIMETABLE – SEMESTER 2 WEEKS 7-12  
HONOURS**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
09.00	BIOL353 Wk 7-10 (SR2) BIOL405 (LT1) BIOL450 (SR6)	BIOL482 Wk 7-11 (LSTM)	BIOL339 Wk 7-9 (SR1) BIOL405 (LT2) BIOL443 Wk 7-9, 11 (LT1)	BIOL403 WK 7-9(SR1)	BIOL403 Wk 7,8 (SR6) BIOL403 Wk 9 (SR1)
10.00	BIOL405 Wk 7-11 (LT1) BIOL420 Wk 7-9 (SR2) BIOL483 Wk 7-10 (LSTM)	BIOL482 Wk 7-11 (LSTM)		BIOL403 Wk 9 (SR1)	
11.00	BIOL316 Wk 7-9 (SR1) BIOL446 (SR2)	BIOL319 Wk 7-9 (SR6) BIOL443 Wk 7-9 (LT1)	BIOL404 Wk 7-11 (LT2) BIOL446 (SR2)	BIOL316 Wk 7-9 (SR1)	BIOL316 Wk 7-9 (SR1) BIOL450 (SR6)
12.00	BIOL460 Wk 7-11 (LT3)		BIOL420 Wk 7-9 (SR2)	BIOL404 Wk 7-11 (LT2)	BIOL319 Wk 7-9 (SR6)
13.00		BIOL460 Wk 7-11 (LT3)			BIOL404 Wk 7-10 (LT2)
14.00	BIOL400 Wk 7-8 (SR2)	BIOL483 Wk 7-10 (LSTM)			BIOL319 Wk 7-9 (SR6)
15.00	BIOL400 Wk 7-8 (SR2)			BIOL356 Wk 7-10, 11, 12 (SR6)	
16.00				BIOL356 Wk 7-10, 11, 12 (SR6)	

## 2.5 Student Deadlines/Key Dates

### Semester 1

Mon 27 <sup>th</sup> -1 <sup>st</sup> Oct	Week 1	Register for PC Teaching Network Attend Careers Talk, Wednesday 29 <sup>th</sup> September at 2pm, Lecture Theatre 3, Life Sciences Attend School Safety Talk, Thursday 30 <sup>th</sup> September at 11am Lecture Theatre 3, Life Sciences Email the following information to <a href="mailto:cheryl.williams@liv.ac.uk">cheryl.williams@liv.ac.uk</a> <ul style="list-style-type: none"><li>• Your full name (<b>plus the name you like to be known by</b>)</li><li>• Your Liverpool address</li><li>• Your Liverpool telephone number</li><li>• Your home address</li><li>• Your home telephone number</li><li>• Your mobile number (if applicable)</li><li>• What Honours Programme you are registered for i.e. Tropical Disease Biology, Biochemistry, etc.</li><li>• Any specific medical condition</li><li>• Projects allocated</li></ul>
By end of 1 <sup>st</sup> Oct and 6 <sup>th</sup> October	Week 1 Weeks 1 and 2	Return acknowledgement slip to Cheryl Williams from manual. Meet project supervisors Attend 2 <sup>nd</sup> Careers Talk, 2pm, Lecture Theatre 3, Life Sciences
5 <sup>th</sup> October	Week 2	Attend Rework/Endnote session (10am, Guild SUTC)
11 <sup>th</sup> -15 <sup>th</sup> October	Week 3	Continue to see project supervisor to discuss project. Submit hard evidence of literature review (i.e. a reference list).

17<sup>th</sup>-28<sup>th</sup> Jan 2011

### First semester examinations

### Semester 2

19 <sup>th</sup> April		<b>BIOL482</b> Hand in paper copy of essay by 16.00 to LSTM Registry
4 <sup>th</sup> May	Week 11	Hand in <b>2 copies</b> of completed project report and lab book to Dr Ian Hastings <b>by noon</b> at latest and email final project report to <a href="mailto:hastings@liverpool.ac.uk">hastings@liverpool.ac.uk</a>
4 <sup>th</sup> May	Week 11	Oral project presentations.
4 <sup>th</sup> May	Week 11	<b>BIOL443</b> Course Essay by 12.00
6 <sup>th</sup> May		<b>BIOL482 Essay deadline (4pm)</b> . Submit electronic copy of essay to Dr Harrison ( <a href="mailto:r.harrison@liverpool.ac.uk">r.harrison@liverpool.ac.uk</a> ) and paper copy to LSTM Registry
23 <sup>th</sup> May – 3rd June		<b>Second semester examinations</b>

## 2.6 Attendance and Absences

**You are expected to attend all timetabled or otherwise notified teaching slots that apply to Core and Optional modules for which you are registered.**

**Lectures, tutorials and laboratory work:** If you are absent through illness, it is in your own interests that you obtain a medical certificate from your GP or complete a self-certification form (for illness lasting less than 5 days or absence for another good reason). Ensure that you take the form to the Programme Secretary, Cheryl Williams. If you know in advance that you will have to miss something, discuss this with the module organiser prior to your absence.

**Absence from examinations:** If you are prevented by illness or other exceptional circumstances from attending the whole or part of an examination, or believe that your examination performance may have been impaired by illness, any other form of disability or other exceptional circumstances, you should advise Rachael Atkins, Teaching Support Office, within 5 working days of the examination. You must also complete an Application for Consideration of Mitigating Circumstances Form.

**Mitigating Circumstances:** Please refer to Section 3.4 for further information regarding mitigating circumstances.

## 2.7 Organisation and Assessment of Student Work

The School of Biological Sciences has a standard honours school assessment framework. The 120 credits in TDB are allocated as follows:

Taught modules	90
Research Project	30

The Official Notice of the time and locations of Finals Examinations should be consulted when published. Examinations are held in January and May, at the ends of the semesters in which the courses have been taught. **The main means of communicating details of examination schedules is *via* the Spider Student Web.**

The examination papers for theory modules ask relatively specific questions about the content of the module being examined. You should note however, that most of these questions require information from other sources (other lectures in the module, lectures in other modules, outside reading, etc) to obtain first class marks. At Honours level, the examiners are expecting an integrated answer to the question, not a regurgitation of lecture notes. Extra marks are awarded for good discursive style and citation of authors of definitive papers; also for details of experimental proofs, relevant formulae or sequences and diagrams where applicable.

The criteria for assessment are given in Appendix 1.

## 2.8 Marking Scheme for Determining Degree Classes

The University operates the following marking scheme for written paper, project and dissertation:

Class	Mark Range
1	70% +
2.1	60 – 69
2.2	50 – 59
3	40 - 49



For details of how three year non-clinical degree classes are determined, please refer to the following webpage:

[http://www.liv.ac.uk/tqsd/pol\\_strat\\_cop/cop\\_assess/cop\\_assess\\_app\\_i\\_mar\\_06.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_assess/cop_assess_app_i_mar_06.doc)

For details of how four year and five year non-clinical degree classes are determined, please refer to the following webpage: [http://www.liv.ac.uk/tqsd/pol\\_strat\\_cop/cop\\_assess/app-j-cohort-post-0809.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_assess/app-j-cohort-post-0809.doc)

## **2.9 Examination/Assessment**

### **Feedback**

On publication of the semester 1 examination results in Spider, students will be provided with a transcript that contains their semester 1 exam marks; coursework marks for continuing modules such as the project; the projected carry forward mark for Level 2; an outline of progress on project work and any concerns with regard to academic progress. Students may make an appointment with their programme directors to discuss any of these matters. In addition, if the programme director has any concerns regarding attendance/progression, they will arrange an interview with the student concerned. Note that all marks are provisional until approved by the School's Module Review Boards in May/June

### **Lecture-based theory modules**

Some lecture-based theory modules contain assessed coursework and feedback is provided on these. For example, this can include the use of summative test essays which are also returned to students with the provisional mark and formative comments for improvements prior to the formal, written examinations. In addition, some modules have non-assessed, self-appraisal sessions to help students improve the quality of their understanding and knowledge. The nature of these sessions can take different forms. For example, a series of MCQ or SAQ questions may be provided, a question and answer (or clinic) session may be undertaken, or specific electronic/on-line self-appraisal resources may be made available through VITAL.

### **Advanced Skills modules**

Here, feedback on assessed coursework can take a variety of forms but may include release of provisional marks for a piece of work, written feedback and verbal comment, where the latter may be individually-based, or a general review of the specified coursework (e.g. class-wide presentation of a model/expected answer/solution).

## 2.10 Descriptions of Modules

### CORE MODULES

#### BIOL 481 – Vector Biology: Theory, Research and Implementation

<b>Module co-ordinator:</b>	<b>Dr Jarek Krzywinski</b>
<b>Contact details:</b>	jarek@liverpool.ac.uk, 0151-705-3155 First Floor Main building Liverpool School of Tropical Medicine

<b>Location of lectures:</b>	Liverpool School of Tropical Medicine. All sessions will be held in the LSTM Seminar Room 3, except for the session on October 28 <sup>th</sup> , which will take place in Toosey Room, and the session on December the 2 <sup>nd</sup> , which will take place in Seminar Room 4.
<b>Times:</b>	The lectures/tutorials begin at 11:00 on Mondays ending at 11:50 and at 10:00 on Thursdays, ending at 10:50.

Week	Session No.	Content
Monday 27th September	1	Introduction to arthropods of medical importance I (RJD)
Thursday 30th September	2	Introduction to arthropods of medical importance II (RJD)
Monday 4th October	3	Introduction to arthropods of medical importance III (RJD)
Thursday 7th October	4	Vector control I (PJM)
Monday 11th October	5	Vector Control II (PJM)
Thursday 14th October	Tutorial 1	Chagas disease (MJL)
Monday 18th October	Tutorial 2	Dengue (PJM)
Thursday 21st October	6	Causes of insecticide resistance (CW)
Monday 25th October	7	Managing insecticide resistance (CW)
Thursday 28th October	8	Vectors and species concepts (JK)
Monday 1st November		ESSAY WEEK - NO LECTURE
Thursday 4th November		ESSAY WEEK - NO LECTURE
Monday 8th November	9	Evolution of haematophagy (MJL)
Thursday 11th November	10	African trypanosomiasis (MJL)
Monday 15th November	11	Genes for refractoriness to parasites (GL)
Thursday 18th November	12	Strategies for developing refractory transgenic insects (GL)

Monday 22nd November	13	The biology of vector-parasite interactions (RJD)
Thursday 25th November	Tutorial 3	Leishmaniasis (RJD)
Monday 29th November	14	Behavioural and chemical ecology of vectors (PJM)
Thursday 2nd December	Tutorial 4	Vector control (PJM)
Monday 7th December	15	Host-Insect interactions (RJD)
Thursday 10th December	Tutorial 5	Malaria (CW)

**Teaching ends Thursday 9th December 2010**

Teachers on the module include:

CW	Dr. Charles Wondji
GL	Dr. Gareth Lycett
MJL	Professor Michael Lehane
JK	Dr. Jarek Krzywinski
PJM	Dr. Philip J. McCall
RJD	Dr. Rod J Dillon

EXAM	Duration	Timing (Semester)	% of final mark	Resit/resubmission opportunity	Penalty for late submission	Notes
Written examination	1.5 hours	First Semester	60	According to University Regulations	-	Answer 3 from 6 questions

CONTINUOUS	Duration	Timing (Semester)	% of final mark	Resit/resubmission opportunity	Penalty for late submission	Notes
Essay, 2500 words +/- 10%		First Semester	40	According to University Regulations	Standard University Regulations apply	

## BIOL 482 – Topics in Global Health

<b>Module co-ordinator:</b>	<b>Dr Robert A Harrison</b>
<b>Contact details:</b>	r.harrison@liverpool.ac.uk, 0151-705-3159 Main building Liverpool School of Tropical Medicine

Date	Topic	Lecturer	Room
01 Feb 9:00-9.45 9.45-11.00	Introduction to the module & Essay Topic Global Disease Burden in Children	IH BB	
08 Feb 9:00-11.00	Control, Elimination and Eradication: The case for Neglected Tropical Diseases	MB	
15 Feb 9:00-11.00	The Global impact of Malaria, HIV and TB	DL	
22 Feb 9:00-11.00	Introduction to Modelling Infectious Diseases	IH	
01 Mar 9:00-11.00	Tutorial – Essay Topics (Q&A session)	RH	
08 Mar 9.00-11.00	International Health Agencies: Who are they and what are their roles?	BM	
15 Mar 9.00-11.00	Human Conflict and Health	TOD	
22 Mar 9:00-11.00	Biomass and Global Respiratory Disease	SG	
29 Mar 9:00-10.30 10.30-11.00	The Global Impact of Snake Bite Essay Review (Progress & Problems)	RH RH	
05 Apr 9:00-11.00	Health Impact Assessment	HM	
<b>8 Apr - 2 May</b> <b>VACATION</b>	<b>EASTER</b>		
03 May	ESSAY WEEK (Essay is 40% of total mark) Paper copy of essay to be submitted to LSTM Registry no later than 4pm, 6 <sup>th</sup> May		
May	Exam (60% of total mark) - Date and Room to be announced by University		

**Staff:**

MB: Professor Moses Bockarie  
 BB: Professor Bernard Brabin  
 SG: Dr Steve Gordon  
 RH: Dr Rob Harrison (module convenor)  
 IH: Dr Ian Hastings  
 DL: Professor David Laloo  
 HM: Dr Huda Mohammed  
 BM: Professor Barry Munslow  
 TOD: Dr Tim O’Dempsey

**Room**

LSTM lecture room to be assigned

**ASSESSMENT**

<b>EXAM</b>	<b>Duration</b>	<b>Timing (Semester)</b>	<b>% of final mark</b>	<b>Resit/resubmission opportunity</b>	<b>Penalty for late submission</b>	<b>Notes</b>
3/6, short answer and essay questions	2 hours	2	60	No	n/a	
<b>CONTINUOUS ASSESSMENT</b>	<b>Duration</b>	<b>Timing (Semester)</b>	<b>% of final mark</b>	<b>Resit/resubmission opportunity</b>	<b>Penalty for late submission</b>	<b>Notes</b>
Student presentations	10 minutes	2	0	n/a	n/a	
Essay, 2500 words +/- 10%		2	40	No	Deduction of 5% per day late, to maximum of 5 days	

**BIOL 483 – Chemotherapy of Parasitic Diseases**

**Module co-ordinator:**  
**Contact details:**

**Dr Paul Stocks, School of Tropical Medicine**  
[paul.stocks@liv.ac.uk](mailto:paul.stocks@liv.ac.uk) 0151 705 2569

<b>Location of lectures:</b>	School of Tropical Medicine, Seminar Room 1 (SR1)
<b>Times: Monday</b>	10.00
<b>Tuesday</b>	14.00

	<b>Lecture No.</b>	<b>Content</b>
<b>Week 1</b> Monday 31 <sup>st</sup> Jan	1	<b>Basic principles of chemotherapy: selective toxicity; Geoff Edwards</b> An introduction to the concept of selective drug action against particular targets in microorganisms.
<b>Week 1</b> Tuesday 1 <sup>st</sup> Feb	2	<b>Principles of pharmacodynamics; Giancarlo Biagini</b> The basis of drug action. Concentration/response relationships. Minimum effective/inhibitory concentrations.
<b>Week 2</b> Monday 7 <sup>th</sup> Feb	3	<b>Clinical pharmacokinetics of antiparasitic drugs; Giancarlo Biagini</b> Principles of pharmacokinetics. Pharmacokinetic properties of antiparasitic agents.
<b>Week 2</b> Tuesday 8 <sup>th</sup> Feb	4	<b>Principles of antiparasitic chemotherapy (The host-parasite response); Ian Hastings</b>
<b>Week 3</b> Monday 14 <sup>th</sup> Feb	5	<b>Chemotherapy of malaria I (Specific targets in malaria parasites);</b> An introduction to the specifics of drug targeting in malaria parasites, unique organelles and biochemical pathways.
<b>Week 3</b> Tuesday 15 <sup>th</sup> Feb	6	<b>Chemotherapy of malaria II (Antifolate drugs);</b> An overview of folate metabolism in the malaria parasite, including specific drug targets in the folate pathway.
<b>Week 4</b> Monday 21 <sup>st</sup> Feb	7	<b>Chemotherapy of malaria III (Quinoline-containing drugs);</b> Mode of action of antimalarial quinolines with the emphasis on chloroquine and the haemoglobin digestion pathway.
<b>Week 4</b> Tuesday 22 <sup>nd</sup> Feb	8	<b>Chemotherapy of malaria IV (Combination chemotherapy);</b> The principals and advantages of using antimalarial drugs in combinations rather than as monotherapies with examples from therecent literature.
<b>Week 5</b> Monday 28 <sup>th</sup> Feb	9	<b>Chemotherapy of malaria V (Resistance mechanisms);</b> An overview of drug resistance mechanisms in malaria, with quinolines and antifolates covered in detail.
<b>Week 5</b> Tuesday 1 <sup>st</sup> March	10	<b>Chemotherapy of malaria V (New targets);</b> An overview of emerging antimalarial therapies and newly discovered drug targets.
<b>Week 6</b> Monday 7 <sup>th</sup> March	11	<b>Other antiprotozoal drugs I (Antimonials and antitrypanosomal agents);</b> Introduction to leishmaniasis and sleeping sickness and chemotherapy of these diseases.
<b>Week 6</b> Tuesday 8 <sup>th</sup> March	12	<b>Other antiprotozoal drugs II (Miscellaneous);</b> More drugs for sleeping sickness and for Chagas disease.

<b>Week 7</b> Monday 14 <sup>th</sup> March	13	<b>Pharmacology of anthelmintics I (Introduction to anthelmintic chemotherapy); Geoff Edwards</b> The impact of helminthic disease and its management, with a particular focus on chemotherapy, using lymphatic filariasis and onchocerciasis as examples.
<b>Week 7</b> Tuesday 15 <sup>th</sup> March	14	<b>Pharmacology of anthelmintics II (Benzimidazoles); Geoff Edwards</b> The pharmacology of the benzimidazole anthelmintics with an emphasis on albendazole. The action of benzimidazoles on microtubular polymerisation.
<b>Week 8</b> Monday 21 <sup>st</sup> March	15	<b>Pharmacology of anthelmintics III (Miscellaneous); Geoff Edwards</b> Chloride channels and calcium homeostasis. The pharmacology of ivermectin and praziquantel. Miscellaneous anthelmintics and mechanisms of drug resistance.
<b>Week 8</b> Tuesday 22 <sup>nd</sup> March	16	<b>Drug discovery in chemotherapy I; Paul Stocks</b> The concepts of medicinal chemistry applied to drug design and development using historical examples from various chemotherapy groups.
<b>Week 9</b> Monday 28 <sup>th</sup> March	17	<b>Workshop: analysis of concentration versus response data Geoff Edwards/Paul Stocks (3 hours; 1400-1700)</b>
<b>Week 9</b> Tuesday 29 <sup>th</sup> March	18	<b>Drug discovery in chemotherapy II; Paul Stocks</b> Recent literature examples to provide a detailed understanding of the correlation between chemical function and drug action and the principles that define varying mechanisms of action.

#### ASSESSMENT

EXAM	Duration	Timing (Semester)	% of final mark	Resit/resubmission opportunity	Penalty for late submission	Notes
3 from 6 questions (problem solving and essays)	2 hours	2	80	No	n/a	

CONTINUOUS ASSESSMENT	Duration	Timing (Semester)	% of final mark	Resit/resubmission opportunity	Penalty for late submission	Notes
Data handling exercise	n/a	2	20	No	5% deduction per day up to 5 days	

## BIOL484 –HUMAN PARASITOLOGY

**Module co-ordinator:** Dr. Giancarlo Biagini. School of Tropical Medicine

**Contact details:** [Biagini@liv.ac.uk](mailto:Biagini@liv.ac.uk) - tel: 0151 705 3151

<b>Times:</b>	Semester 1 – Weeks 1 – 11 Mondays 09.00 & Fridays 12.00 ( <b>unless otherwise stated, see below</b> )
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Weeks 1 -11	Session No.	Content
Mon 27 <sup>th</sup> Sept	-	There will NOT be a lecture at this time. Look at e-resources for background information to this module (See VITAL for details)
Fri 1 <sup>st</sup> Oct	1	<b>Dr. Giancarlo Biagini - Introduction to module and assessed essay information</b>
Mon 4 <sup>th</sup> Oct	2	<b>Dr. Giancarlo Biagini</b> <b>Malaria I</b> – Introduction to malaria, life cycles, morphology, biology, pathogenesis.
Fri 8 <sup>th</sup> Oct	3	<b>Dr Robert Harrison</b> <b>Trematodes</b> - Life histories and biology of selected parasites; differences between schistosomes and other flukes
Mon 11 <sup>th</sup> Oct	-	<b>No lecture</b>
Fri 15 <sup>th</sup> Oct	4	<b>Dr. Giancarlo Biagini</b> <b>Gut Protozoa</b> – Biology, pathogenesis and control of selected protozoa important in humans
Mon 18 <sup>th</sup> Oct	5	<b>Dr Alvaro Acosta-Serrano</b> <b>Haemoflagellates</b> – Biology, origins of disease and epidemiology and control of African and South American trypanosomiasis and leishmaniasis
Fri 22 <sup>nd</sup> Oct	6	<b>Dr. James Lacourse</b> <b>Cestodes</b> - <i>Taenia</i> , <i>Echinococcus</i> and <i>Diphyllobothrium</i> ; life histories, transmission, risks of infection and prevention and control



Mon 25 <sup>th</sup> Oct	7-8	<b><u>Dr. Giancarlo Biagini &amp; Dr James Lacourse</u></b> <b>Practical: Parasitic Protozoa (Dagnall Lab, Tropical School, 15.00-17.00)</b>
Fri 29 <sup>th</sup> Oct	9	<b>Dr. Giancarlo Biagini</b> <b>Malaria II- Diagnosis.</b>
Mon 1 <sup>st</sup> Nov	-	<b><u>NO LECTURES</u></b>
Fri 5 <sup>th</sup> Nov	-	
Mon 8 <sup>th</sup> Nov	10	<b>Dr Robert Harrison</b> <b>Schistosomes</b> Life histories and biology of key species in humans; epidemiology, prevention and control.
Fri 12 <sup>th</sup> Nov	11	<b><u>Dr. Joseph Turner</u></b> <b>Soil Transmitted Nematodes I</b> – overview of the life histories and biology of soil transmitted helminths with emphasis on hookworm, roundworm and whipworm
Mon 15 <sup>th</sup> Nov	12	<b>Prof. Mark Taylor</b> <b>Lymphatic filariasis</b> - The biology and life histories of filarial nematodes and their endosymbiotic bacteria, control and pathogenesis
Fri 19 <sup>th</sup> Nov	13	<b>Prof. Mark Taylor</b> <b>Onchocerciasis</b> - Transmission, biology, disease and control
Mon 22 <sup>nd</sup> Nov	14	<b>Dr. Giancarlo Biagini</b> <b>Malaria III- Chemotherapy, Drug Resistance &amp; Control</b>
Fri 26 <sup>th</sup> Nov	15	<b>Dr Joseph Turner</b> <b>Soil transmitted Nematodes II</b> – epidemiology, clinical and sub-clinical disease manifestations, immunology and control
Mon 29 <sup>th</sup> Nov	16	<b><u>Prof. Alister Craig</u></b> <b>Immune Evasion in Parasites</b> – Introduction to the strategies used by pathogenic organisms to evade host defence systems, with special emphasis on trypanosomes and malaria.
Fri 3 <sup>rd</sup> Dec	17-18	<b>Dr. Giancarlo Biagini &amp; Dr James Lacourse</b> <b>Practical: Parasitic Helminths (Dagnall Lab., Tropical School, 14.00-16.00)</b>
Mon 6 <sup>th</sup> Dec	19	<b>Dr Giancarlo Biagini-Module round-up, Revision and Evaluation</b>

OPTIONAL MODULES

BIOL319 – THE PATHOGENESIS OF MICROBIAL DISEASE

Module co-ordinator: Dr. Craig Winstanley

Contact details: [C.Winstanley@liv.ac.uk](mailto:C.Winstanley@liv.ac.uk) - tel: 0151 706 4388

Location of lectures:	Seminar Room 6, 2 <sup>nd</sup> Floor, Life Sciences Building
Times:	<b>Semester 2 – Weeks 6 – 9</b> Tuesdays 11.00, Fridays at 12.00 & 14.00

Weeks 6 - 9	Lecture No.	Content
March 8 <sup>th</sup>	1	<b>Dr. C. Winstanley</b> Introduction, commensals & pathogens
March 11 <sup>th</sup>	2	Opportunistic infections
March 11 <sup>th</sup>	3	Molecular typing for diagnostics and epidemiology
March 15 <sup>th</sup>	4	Epidemiology of <i>Campylobacter</i>
March 18 <sup>th</sup>	5	<b>Dr. P. Wigley</b> Gastrointestinal Infections I
March 18 <sup>th</sup>	6	Gastrointestinal Infections II
March 22 <sup>nd</sup>	7	<b>Dr. C. Winstanley</b> Respiratory Tract Infections
March 25 <sup>th</sup>	8	Urinary Tract Infections
March 25 <sup>th</sup>	9	<b>Dr. J. Fothergill</b> Anti-virulence strategies for therapeutics
March 29 <sup>th</sup>	10	<b>Dr. C. Winstanley</b> Meningococcal and gonococcal disease
April 1 <sup>st</sup>	11	<b>Dr. P. Wigley</b> Immunization against infection I
April 1 <sup>st</sup>	12	Immunization against infection II

ASSESSMENT

EXAM	Duration	Timing (Semester)	% of final mark	Resit/resubmission opportunity	Penalty for late submission	Notes
Written Exam	1.5 hours	2nd Semester	100	University Policy		

**BIOL339 – THE PATHOGENESIS OF VIRAL DISEASE**

**Module co-ordinator:** Dr. Neil Blake

**Contact details:** [nwblake@liv.ac.uk](mailto:nwblake@liv.ac.uk) - tel: 0151 706 4386

<b>Location of lectures:</b>	Seminar Room 1, 1 <sup>st</sup> Floor, Life Sciences Building –
<b>Times:</b>	<b><u>Semester 2 – Weeks 1 - 9</u></b> <b>Wednesdays 09.00</b>

<b>Weeks 1 - 9</b>	<b>Lecture No.</b>	<b>Content</b>
February 2 <sup>nd</sup> & February 9 <sup>th</sup>	1 – 2	<b>Professor M. Bennett</b> Overview of the molecular basis of viral pathogenicity and the evolution of virulence
February 16 <sup>th</sup>	3	<b>Dr. N. Blake</b> Herpesviruses I
February 23 <sup>rd</sup>	4	Herpesviruses II
March 2 <sup>nd</sup>	5	Poxviruses
March 9 <sup>th</sup>	6	<b>Dr. K Coyne</b> Caliciviruses and quasispecies
March 16 <sup>th</sup>	7	Orthomyxoviruses
March 23 <sup>rd</sup>	8	<b>Professor M. Bennett</b> Virus vaccines and antivirals
March 30 <sup>th</sup>	9	<b>Dr. A. Radford</b> Coronaviruses

**ASSESSMENT**

<b>EXAM</b>	<b>Duration</b>	<b>Timing (Semester)</b>	<b>% of final mark</b>	<b>Resit/resubmission opportunity</b>	<b>Penalty for late submission</b>	<b>Notes</b>
Written Exam	1.5 hours	2nd Semester	100	N/A	University Policy	

## BIOL408      ECOLOGY

Module co-ordinator:

Dr Michael Brockhurst

Contact details:

[Michael.brockhurst@liverpool.ac.uk](mailto:Michael.brockhurst@liverpool.ac.uk)

Tel. No. 795 4519

<b>Location of lectures:</b>	Semester 1 <b>Tuesday Lecture Theatre 1</b> , Life Sciences Building <b>Wednesday Seminar Room 2</b> , Life Sciences Building
<b>Times:</b>	Tuesday 11.00 (LT1)      Wednesday 12.00 (SR2)

Week	Lecture No	Content
Semester 1 Weeks 1-12	1-20	<p><b>Prof. M. Begon, Dr. M. Brockhurst, Dr A. Fenton &amp; Dr D. Atkinson</b></p> <p><b>Syllabus</b></p> <ul style="list-style-type: none"> <li>• Island Biogeography</li> <li>• Metapopulation ecology</li> <li>• Explaining biodiversity patterns</li> <li>• Biodiversity-ecosystem function relationships</li> <li>• Ecological speciation</li> <li>• Metabolic ecology</li> <li>• Intraspecific competition</li> <li>• Population cycles</li> <li>• Community assembly: stability v. complexity</li> <li>• Community assembly: Neutral theory of biodiversity</li> <li>• Natural enemies and communities</li> </ul> <p><b>Aims</b></p> <p>This module will examine a range of topics in contemporary ecology. It will draw on material covered at a more general level in ecology courses in years 1 and 2 (Ecosystems, Communities and Conservation, BIOL140; Population Ecology and Pest Control, BIOL201). A number of topics will be covered in depth ranging from modern approaches to long-standing ecological questions (e.g. population cycles, inter specific competition) to current research in the most rapidly expanding areas of ecology (e.g. community ecology).</p> <p>At the end of this module students should acquire a detailed/comprehensive knowledge of the concepts and principles of:</p> <ul style="list-style-type: none"> <li>• Population ecology</li> <li>• Competition</li> <li>• Population cycles</li> <li>• Community ecology</li> </ul> <p>Module content will be delivered via standard lectures that will be accompanied by suitable lecture handouts. Students will also be guided to sections of specific textbooks and expected to follow up references provided by staff to the primary literature sources in the Harold Cohen Library.</p> <p>An essay will be set half way through the course and answered by students under examination conditions. Detailed feedback will be given to students on their performance in this essay.</p>

<b>ASSESSMENT</b>		
Exam	Duration	% of Final Mark
Formal Exam	3hr Final Examination	90%
Essay Test	1hr One Essay Question, under examination conditions	10%
<b>Resit/Resubmission Opportunity</b> According to University regulations.		

**BIOL443 ANIMAL BEHAVIOUR**

**Module co-ordinator:** Dr I.F. Harvey  
**Contact details:** [harveyi@liv.ac.uk](mailto:harveyi@liv.ac.uk) Tel. No. 795 4523

<b>Location of lectures:</b>	Semester 2 Lecture Theatre 1, Life Sciences Building
<b>Times:</b>	Semester 2 – Weeks 1 – 11 Tuesday 11.00 & Wednesday 09.00

1	1st	February	11.00	Optimality models: review and criticisms I (IFH)
2	2nd	February	09.00	Optimality models: review and criticisms II (IFH)
3	8th	February	11.00	Optimality models: review and criticisms III (IFH)
4	9th	February	09.00	Optimality models: review and criticisms IV (IFH)
5	15th	February	11.00	Group selection and the evolution of altruism (IFH)
6	16th	February	09.00	Kin selection and the evolution of altruism (IFH)
7	22nd	February	11.00	Evolution of eusociality (IFH)
8	23rd	February	09.00	Evolution of cooperation in birds and mammals (IFH)
9	1st	March	11.00	Reciprocal altruism and the prisoners' dilemma (IFH)
10	2nd	March	09.00	Sex I (GH)
	<b>9th</b>	<b>March</b>	<b>13.00</b>	<b>Essay test (Venue and time TBA)</b>
11	15th	March	11.00	'Raise the stakes' and tag-based mutualism (IFH)
12	16th	March	09.00	Sex II (GH)
13	22nd	March	11.00	ESS theory and fighting behaviour I (IFH)
14	23rd	March	09.00	Sex III (GH)
15	29th	March	11.00	ESS theory and fighting behaviour II (IFH)
16	30th	March	09.00	Sex IV (GH)
17	5th	April	11.00	Sex V (GH)
18	6th	April	09.00	Sex VI (GH)
	3rd	May	12.00	Deadline: in-course essay
19	3rd	May	11.00	Spite, policing and punishment I (MB)
20	4th	May	09.00	Spite, policing and punishment II (MB)

<b>ASSESSMENT</b>			
<b>Exam</b>	<b>Duration</b>	<b>% of Final Mark/Resit Opp</b>	
Formal Exam	2hrs	60%	Univ. Policy
Essay Test	1hr	10%	None
Research Essay		30%	None
<b>Penalty for late submission</b> Standard University penalty ie. 5% of mark available for each working day late (or part thereof) up to 5 working days. Thereafter a mark of ZERO			

**BIOL 445 Comparative Physiology**

**Module co-ordinator:** Dr S. Voelkel

**Contact details:** [svoelkel@liv.ac.uk](mailto:svoelkel@liv.ac.uk) Tel. No. 795 4389

<b>Location of lectures:</b>	Lecture Theatre 1, Life Sciences Building
<b>Times:</b>	10.00 Monday 10.00 Wednesday

<b>Week</b>	<b>Lecture No.</b>	<b>Content</b>
Semester 1 Weeks 1-12	1-20	<p><b>Dr S. Voelkel (SV) and Dr M. Berenbrink (MB)</b>  <u>Part I: Animal life in extreme environments</u> (SV)                      Life without oxygen                      Diving to depth                      Surviving subzero temperatures                      Biochemical adaptations to heat and cold  <u>Part II: Integration and evolution of physiological mechanisms</u> (MB)                      Haemoglobin function                      Counter-current exchangers                      Cellular Homeostasis: Ions, pH and volume                      Evolution of air breathing and terrestriality                      Evolution of endothermy</p> <p><b>Learning outcomes:</b>                      By the end of this module students will be able to discuss physiological mechanisms under the aspect of adaptation to a potentially hostile environment and within a phylogenetic, evolutionary context.</p> <p><b>Assessment:</b>                      10 % Essay test (3 November 2010): 1 Essay                      90 % Final exam in January 2011: 3 Essays (choice out of 6, at least 1 from part A and 1 from part B)</p>

<b>ASSESSMENT</b>		
<b>Exam</b>	<b>Duration</b>	<b>% of Final Mark</b>
Formal Exam	3hr Final exam in January: 3 essays (choice out of 6, at least 1 from Part A and 1 from Part B)	90%
Essay Test	1hr One Essay under examination conditions	10%
<b>Resit/Resubmission Opportunity</b> According to University regulations.		

Module co-ordinator: Dr A. Fenton

Contact details: [a.fenton@liv.ac.uk](mailto:a.fenton@liv.ac.uk)

Tel. No. 795 4473

<b>Location of lectures:</b>	Semester 2 Seminar Room 6, Life Sciences Building
<b>Times:</b>	9.00 Monday 11.00 Friday

Week	Lecture No.	Content
Semester 2 Weeks 1-12	1-20	<p><b>A. Fenton [AF], S. Paterson [SP], M. Brockhurst [MBr], Mike Begon [MBe]</b></p> <ul style="list-style-type: none"> <li>• Genetic diversity and evolution of host resistance [SP]</li> <li>• Genetic origins of virus epidemics [SP]</li> <li>• Comparative genome evolution of pathogens [SP]</li> <li>• Host-parasite coevolution [MBr]</li> <li>• The evolution of parasite virulence [MBr]</li> <li>• Basic epidemiology [AF]</li> <li>• Transmission dynamics [AF]</li> <li>• Community epidemiology [AF]</li> <li>• Zoonotic infections [MBe]</li> <li>• Bubonic plague [MBe]</li> <li>• Roboviruses in north-western Europe [MBe]</li> <li>• Fox-rabies [MBe]</li> <li>• Badgers and bovine TB (seminar)</li> </ul>

ASSESSMENT		
Exam	Duration	% of Final Mark
Formal Exam	3hr Final Examination	90%
Essay Test	1hr One Essay under examination conditions	10%
<b>Resit/Resubmission Opportunity</b> According to University regulations.		

## 2.11 Research Project (BIOL605)

The Research Project is what many students find is the most enjoyable aspect of the undergraduate projects. However, it is also the largest piece of work you will carry out during your Honours year, accounting for 25% of the marks for the year. Consequently the project is a major undertaking and you are expected to devote 300 hours of the final year to your project.

Arrangements for the project are described in full detail in the separate Project Handbook. The Project Handbook details the tasks associated with the project, the programme of work throughout the two semesters, the learning outcomes and assessment procedures, as well as the handing in dates and handing in procedures. You should **read the Project Handbook** carefully as unfortunately every year some students lose marks because they make careless mistakes such as failing to follow the report writing guidelines or adhering to the handing in date.

The handing in dates associated with the project are also included in this programme manual for clarity and to aid your time management during this Honours year.



### **3. IMPORTANT INFORMATION FOR ALL STUDENTS**

#### **3.1 The Code of Practice on Assessment**

The University has formulated a Code of Practice on Assessment which brings together in a single document the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying the University's assessment activities and of the University's expectations in relation to the design, implementation and review of assessment strategies for all taught programmes of study. It is intended to inform staff and students, as well as individuals from outside the University such as external examiners and external reviewers. The Code refers to institution-wide assessment policies but also sets out guidelines within which schools/departments must design and operate their assessment strategies. It also refers to external reference points such as the Quality Assurance Agency for Higher Education's *Code of Practice for the Assurance of Academic Quality and Standards in Higher Education*, the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* and subject benchmark statements.

The Code and its appendices can be accessed at:

[http://www.liv.ac.uk/tqsd/pol\\_strat\\_cop/cop\\_assess/cop\\_assess.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_assess/cop_assess.doc)

#### **3.2 Penalties for late submission of assessed work**

The University's standard penalties for the late submission of assessed work are:

- 5% of the total marks *available for the assessment* shall be deducted from the assessment mark for each working day after the submission date, up to a maximum of five working days (e.g. for work marked out of 100, five marks per day will be deducted; for work marked out of 20, one mark per day will be deducted); however, the mark will not be reduced below the pass mark for the assessment. Work assessed below the pass mark will not be penalised for late submission of up to five days.
- Work received more than five working days after the submission deadline will receive a mark of zero. In such circumstances, where a student is required to re-take the assessment, the re-assessment task must be different from the original assessment. Re-submission of the original piece of work is not permissible, except in the case of project work or dissertations. (A working day is defined as a day when the University was open and staff would normally be available for work and thus also be available for contact by students).

Full information about the penalties for late submission of assessed work, including information about special circumstances and school/departamental responsibilities, are available in section 6 of the University's Code of Practice on Assessment:

[http://www.liv.ac.uk/tqsd/pol\\_strat\\_cop/cop\\_assess/cop\\_assess.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_assess/cop_assess.doc)

#### **3.3 Sickness Absence Policy**

Students registered for undergraduate or taught postgraduate courses may certify their absence through illness from lectures or other classes during a semester by the submission of a self-certified Certificate of Illness. Such a certificate will be valid for absence of up to five consecutive days. The Certificate of Illness does not need to be signed by a medical practitioner.

The Certificate of Illness will not be valid for:

- Absence through illness for more than five consecutive days;
- Absence from examinations;
- Absence from class tests or other forms of assessment which count for 10% or more of the module mark.

Certificate of Illness forms can be obtained from a student's Department or School Office and should be submitted through their tutor. The Certificate cannot be accepted if submitted more than two weeks following the date of illness. A maximum of two Certificates is permitted in any semester.

Absence through illness for periods longer than five consecutive days must be supported by a medical certificate authorised by a medical practitioner and should be submitted by the student to their Department or School Office.

Absence for reasons other than illness can only be allowed after a request has been approved by the appropriate Head of School/Department.

Any mitigating circumstances, such as ill health, which may have affected a student's studies or performance in assessments and examinations, would need to be submitted formally by the student with supporting evidence, e.g. a medical certificate, to their school/department following the procedures and in accordance with the deadlines laid down in the University's Mitigating Circumstances Policy.

In the event that a student is unable to attend an examination because of illness or other unforeseen circumstances, they **must** immediately inform their school/departmental office before the start of the examination. If a student is absent from the whole or part of an examination because of illness, a valid medical certificate **must** be forwarded to the School/Departmental Office within five working days of the examination.

The University's Mitigating Circumstances Policy and Mitigating Circumstances Guidelines for Students are available at:

[http://www.liv.ac.uk/tqsd/pol\\_strat\\_cop/index.htm](http://www.liv.ac.uk/tqsd/pol_strat_cop/index.htm)

### 3.4 **Mitigating Circumstances**

Students sometimes perform more poorly in assessments (whether examinations or other types of assessments) than their previous performance or achievements would have predicted. Sometimes this poor performance can be attributed, or partially attributed, to particular circumstances beyond the control of the student. These circumstances are described as 'mitigating circumstances' if they are accepted in mitigation of the poorer than expected performance. When a Board of Examiners accepts that there have been mitigating circumstances, it will usually not regard the student's poorer than expected performance *at its face value* in making decisions about the student's progress in studies or final degree classification. Where circumstances are accepted in mitigation of poorer than expected performance students may be allowed (where practicable) to retake the assessment as if it were a first attempt.

Mitigating circumstances may, for example, include:

- Illness affecting the student.
- Bereavement.
- Serious illness affecting a close family member.
- Unforeseeable or unpreventable events.

Independent documentary evidence, such as medical certificates, must be provided in all cases to verify mitigating circumstances.

It is the responsibility of the student concerned to report all circumstances which s/he wishes to be taken into consideration to the nominated person in his/her school/department. Students should report such mitigating circumstances as soon as possible (normally within five working days) after the events under consideration occur, and no later than one week before the meeting of the Board of Examiners at which the assessment concerned will be considered.

If a student is unable to attend an examination or assessment which counts towards the final mark of a module owing to illness or other unavoidable circumstances, they must inform their department, preferably in writing or by email, before the examination or assessment deadline, in order for the absence to be regarded as authorised. Provided that acceptable evidence of 'good cause' for such absence (e.g. a medical note) is presented for consideration by the Mitigating Circumstances Committee in accordance with the procedures set out in the Mitigating Circumstances Policy, the student will be granted a right to re-sit as a first attempt (unless the examination missed was not a 'first attempt' examination). Only in exceptional circumstances, where a Board of Examiners, on the advice of the Mitigating Circumstances Committee, judges that it was not feasible for the student to have provided prior notification, will a student who is absent from an examination or fails to submit an assessment without informing their department in advance, be granted a 'first attempt' re-sit.

Boards of Examiners may determine that a student who is absent from an examination or fails to submit an assessment without good cause (even when they have informed their department in advance) should not be granted a re-sit attempt without repeating the year of study.

Mitigating circumstances should be reported using the form available at:

[http://www.liv.ac.uk/tqsd/pol\\_strat\\_cop/appl\\_for\\_cons\\_of\\_mitcirc.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/appl_for_cons_of_mitcirc.doc)

Full information on the *Mitigating Circumstances Policy* and the *Mitigating Circumstances Guidelines for Students* is available at:

[http://www.liv.ac.uk/tqsd/pol\\_strat\\_cop/](http://www.liv.ac.uk/tqsd/pol_strat_cop/)

### 3.5 Plagiarism, collusion and fabrication of data

The following definitions are contained within the University's Code of Practice on Assessment and apply to all types of work submitted by students, including, for example, written work, diagrams, designs, charts, musical compositions and pictures:

**"Plagiarism** occurs when a student misrepresents, as his/her own work, the work, written or otherwise, of any other person (including another student) or of any institution. Examples of forms of plagiarism include:

- the verbatim (word for word) copying of another's work without appropriate and correctly presented acknowledgement;
- the close paraphrasing of another's work by simply changing a few words or altering the order of presentation, without appropriate and correctly presented acknowledgement;
- unacknowledged quotation of phrases from another's work;
- the deliberate and detailed presentation of another's concept as one's own."

When Plagiarism is suspected it should fall into one of two categories:

**Minor Plagiarism:** defined as a small amount of paraphrasing, quotation or use of diagrams, charts etc. without adequate citation. Minor plagiarism may result from poor scholarship (i.e. when a student, through inexperience or carelessness, fails to reference appropriately or adequately identify the source of the material which they use).

**Major Plagiarism:** defined as:

- extensive paraphrasing or quoting without proper citation of the source;
- lifting directly from a text or other academic source without reference;  
(Where material is taken directly from a text or other source the cited material should be demarcated with quotation marks or in some other accepted way **and** the source should be cited.)
- the use of essays (or parts thereof) from essay banks, either downloaded from the internet or obtained from other sources;
- presenting another's designs or concepts as one's own;
- continued instances of what was initially regarded as minor plagiarism despite warnings having been given to the student concerned.

**"Collusion** occurs when, unless with official approval (e.g. in the case of group projects), two or more students consciously collaborate in the preparation and production of work which is ultimately submitted by each in an identical, or substantially similar, form and/or is represented by each to be the product of his or her individual efforts. Collusion also occurs where there is unauthorised co-operation between a student and another person in the preparation and production of work which is presented as the student's own."

**Embellishment of data** occurs when a small amount of data is enhanced or exaggerated in order to emphasise data which has been obtained by legitimate means.  
**Fabrication of data** occurs when a student creates and presents an extensive amount or significant piece of data in order to conceal a paucity of legitimate data; or wholly fabricates a set of data in the absence of legitimate data.

Students found to have committed major plagiarism or to have colluded or to have presented fabricated data in an assessment are liable to be severely penalised. They may be given a mark of zero for the assessment concerned or, in the most serious cases, may even be required to terminate their studies. The University's *Policy for Dealing with Plagiarism, Collusion and the Fabrication of Data* and the *Guidelines for Staff and Students* can be found at:

### **3.6 Implications of Non-Attendance**

Students are permitted to proceed with their approved programme of study only if they maintain acceptable progress as evidenced by their regular attendance, satisfactory results in relevant formative and summative assessments and the proper completion of any other work given to them. Programme Directors, or their nominated representatives will review students' attendance on a regular basis. Students who fail to maintain satisfactory levels of attendance will be interviewed by the Head of School/Department (or their designated representative) and warnings will be given if appropriate action is not taken. In more serious cases students who fail to attend classes may be referred to Progress Panels acting on behalf of Boards of Examiners. Students who attend regularly are generally successful in their studies. Further information about progress and attendance can be found in the 'Guide on the Progress of Students on Taught Programmes of Study' which can be found at: [http://www.liv.ac.uk/students/exams/results/progress\\_of\\_students.pdf](http://www.liv.ac.uk/students/exams/results/progress_of_students.pdf).

International students (from outside the European Economic Area) who require a visa to study in the UK should be aware that the University is registered as a UK Border Agency Sponsor. In this regard the University has statutory responsibilities to monitor and report to the UK Border Agency any international student that fails to attend regularly and within normal expected attendance levels within the University.

### **3.7 Implications of the non-payment of Fees**

Students may either pay their fees in full at the start of a session or agree to pay in instalments, by direct debit or continuous credit card authority. Home and EU undergraduates may obtain a tuition fee loan via their Local Authority. It is the student's responsibility to ensure that proper arrangements are made with the University for the payment of fees and this must be done either before or at the very beginning of a new session. Arrangements to pay fees are made on-line and any student who fails to make timely arrangements will be denied access to library and some computing facilities until such time as a suitable arrangement is in place. Also students who default on any payment will similarly be denied access to library and some computing facilities. Any student who then fails to respond within 30 days of the due date of any payment will have their IT and library access, including the University email account suspended until the whole of any outstanding amount has been paid. Any student in debt to the University at the time of sitting their examinations will not have those examinations marked or where the examination is marked will not be provided with the marks for those examinations, until the outstanding debt has been paid. Students will not be permitted to return to study in the next academic year until previous outstanding debts have been paid in full. **Please note that all outstanding tuition fees must have been paid by a student before he or she may receive their degree certificate. The University is entitled to withhold degree certificates for non-payment of tuition fees and the University will hold onto any degree certificate which the student would otherwise be awarded until a student has discharged in full any outstanding tuition fees.**

Further details may be viewed on the web at:

<http://www.liv.ac.uk/students/money/>

Additional advice and guidance may be obtained by visiting the Student Administration Centre in the Foundation Building where specialist advisors are available to discuss the payment of fees.

### 3.8 Suspension of Studies

Occasionally students experience serious health or other difficulties which prevent them from making satisfactory progress in their studies. In such cases the student should discuss their circumstances with their tutor or seek advice from their departmental or school office. In more serious cases, it may be necessary for a student to suspend studies and return to the University at a suitable point in the next academic session. Such action may also be appropriate where a student has failed to make a fee payment or set up an arrangement for the payment of fees, and where it is clear that the student has insufficient financial means to complete the year of study. Suspension of studies suspends fee liability. All requests for a suspension of studies must be approved by the student's school/department and will not normally be granted retrospectively.

### 3.9 Student Progress

As indicated in section 3.6 on the implications of non-attendance, the University monitors and reviews a student's progress in their studies. A student's personal tutor may be used as the first point of contact with a student whose progress is giving cause for concern. Progress Panels, acting on behalf of Boards of Examiners may conduct reviews of students' progress and investigate the reasons for any lack of progress and the student may be interviewed. Where a student's progress has not been satisfactory the Board of Examiners may decide, either in mid-session or at the end of each session that s/he is required to terminate their studies. Students may appeal against a decision made by the Board of Examiners to terminate their studies or to have been deemed withdrawn to the Faculty Progress Committee. The student would be entitled to attend the meeting of the Faculty Progress Committee and they may be accompanied by a friend or tutor. Further details may be found in the document 'Guide on the Progress of Students on Taught Programmes of Study' which can be viewed on the web at:

[http://www.liv.ac.uk/students/exams/results/progress\\_of\\_students.pdf](http://www.liv.ac.uk/students/exams/results/progress_of_students.pdf).

### 3.10 Assessment Appeals Procedure (taught programmes)

The University can consider an appeal from a student against the decision of a Board of Examiners, provided that the appeal is submitted on appropriate grounds. Before considering whether or not there are grounds for appeal, it is essential that a student consults with the Chair of the Board of Examiners or a delegated representative, in order to clarify any possible misunderstanding about the way in which the assessment is made. The person to contact in these circumstances is **Dr. Steve Hill**.

Appeals about a provisional or confirmed assessment or module mark may be made where one or more of the following grounds exist:

- there was an administrative error in recording or calculating the mark or result
- assessments were not conducted in accordance with the current regulations governing the programme of study
- some other material irregularity has occurred
- there was a procedural error in determining a decision of major plagiarism, collusion or fabrication of data.

Appeals about the non-award of a degree, diploma or certificate, the classification or other mark of differentiation of a degree, diploma or certificate which has been awarded or the decision to make a different award from that which a student was attempting to qualify at that point may be made if one or more of the following grounds exist:

- the performance in the assessment was adversely affected by illness or other significant factors which, for valid reasons, the student was unable to divulge to the Board of Examiners
- there has been a material administrative error
- the assessments were not conducted in accordance with the current regulations governing the programme of study
- some other material irregularity has occurred.

Students cannot appeal on any grounds which:

- have already been considered by the Board of Examiners
- could have been considered had notice of the student's wish to have them so considered been given prior to the meeting of the Board of Examiners and the student has no valid reason for having failed to give such notice
- dispute the academic judgement of the Board of Examiners.

Further details can be found in the leaflet 'Assessment Appeals', which can be viewed on the web at:

<http://www.liv.ac.uk/students/student-administration-centre/policies-procedures/appeals.htm>

Further advice about assessment appeals can be obtained from the Director of Student Administration and Support.

### **3.11 Jury Service**

From time to time students are called for jury service. Jurors are selected at random by Her Majesty's Courts Service from the electoral register and everyone on the electoral register between the ages of 18 to 70 may be selected.

Where jury service is likely to interfere with a student's study or assessment, the student may seek deferral of their service. To do this they should complete the jury summons including Section 3 and take the completed form to the Student Administration Centre, Ground Floor, Foundation Building. The Student Administration Centre is open between 09:00 and 17:00.

When a jury summons is received by the Student Administration Centre, the Director of Student Administration and Support will write on the student's behalf to Her Majesty's Courts Service enclosing the summons and explaining that it would be detrimental to the student's studies to experience disruption due to undertaking jury service.

Her Majesty's Courts Service will reply directly to the student. Where no reply is received in a reasonable time the student should contact Her Majesty's Courts Service to enquire about the progress of their application for deferral.

### **3.12 The Spider Student Web**

This is a most important facility for students. It provides a PIN protected access to essential personal and academic information. Using the Spider Student Web, students can undertake the following processes:

- i. Entry and updating of emergency contact details (the emergency contact is the person that the University should contact in the unlikely event of the student suffering a serious illness or accident).
- ii. Entry and updating of term time and permanent addresses and telephone numbers.

- iii. Display of current registration details including module registrations.
- iv. Online registration for modules for the next academic year.
- v. Access the online module catalogue.
- vi. Display of module mark details for the current and previous academic years including the printing of an informal transcript.
- vii. Request Council Tax Student Certificates and Student Status Letters.
- viii. Display and print their examination timetable. (Note that this is the only method through which students can obtain access to the timetable – timetables are not posted to students.)
- ix. Entry of graduation intentions including the booking of guest tickets for graduation ceremonies.
- x. Booking of accommodation in University Halls of Residence.
- xi. The viewing of basic information on their fee account.

In view of the importance of the Spider Student Web, students should familiarise themselves with the use of the system as early as possible in the academic year.

Students can see their own personalised teaching timetables through the Spider Student Web; students will need to be fully registered, and it can sometimes take 48 hours (occasionally more) for their full timetable to appear once they have registered for all their modules.

The timetables published through the Spider Student Web are updated throughout the year to take account of any changes, for example if a lecture has to be moved to another venue, or if a student changes seminar group.

In addition, students can view timetables for programmes and individual modules.

Further information: <http://www.liv.ac.uk/orbit/using-orbit/spider-timetables.htm>

There are a number of locations within the Precinct where students may use either WiFi (wireless) or a wired connection to connect their own laptop computer (or other mobile device) to the University's network.

The main CSD Helpdesk is located in the Brownlow Hill Building (with satellites in the two main libraries) and provides a full range of support services including problem solving, software sales and registration queries.

Full details of the services provided by CSD are at <http://www.liv.ac.uk/csd/>

### **3.13 The degree classification system**

The classification system for three-year, non-clinical, undergraduate degrees is available at Appendix I of the Code of Practice on Assessment at:

[http://www.liv.ac.uk/tqsd/pol\\_strat\\_cop/cop\\_assess/cop\\_assess\\_app\\_i\\_mar\\_06.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_assess/cop_assess_app_i_mar_06.doc)



The classification system for four-year and five-year, non-clinical, undergraduate degrees is available at Appendix J of the Code of Practice on Assessment, which can be accessed via the following link:

[http://www.liv.ac.uk/tqsd/pol\\_strat\\_cop/cop\\_assess/app-j-cohort-post-0809.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_assess/app-j-cohort-post-0809.doc)

This applies to all student cohorts that commenced from 2009/10 onwards.

For students on cohorts that commenced up to and including 2008/09, the applicable framework is available at:

[http://www.liv.ac.uk/tqsd/pol\\_strat\\_cop/cop\\_assess/cop\\_assess\\_app\\_j\\_040607.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_assess/cop_assess_app_j_040607.doc)

The University framework for taught, modular, postgraduate degrees is available as an appendix to the Code of Practice on Assessment as below:

For students who commenced in the academic session 2010/11:

[http://www.liv.ac.uk/tqsd/pol\\_strat\\_cop/cop\\_assess/pg\\_model\\_revised\\_2010-11\\_cohort.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_assess/pg_model_revised_2010-11_cohort.doc)

For students who commenced in the academic session 2007/08, 2008/09 or 2009/10:

[http://www.liv.ac.uk/tqsd/pol\\_strat\\_cop/cop\\_assess/pg\\_model\\_revised\\_2007-08\\_cohort.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_assess/pg_model_revised_2007-08_cohort.doc)

For students who commenced in the academic session 2006/07:

[http://www.liv.ac.uk/tqsd/pol\\_strat\\_cop/cop\\_assess/cop\\_assess\\_app\\_c1\\_2006-07\\_cohort.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_assess/cop_assess_app_c1_2006-07_cohort.doc)

### **3.14 Student Representation**

The University recognises the importance of appropriate student representation at all levels in the institution. Student representation on school/departmental and faculty committees and the University Senate is governed by a Code of Practice on Student Representation. This is supplemented by an Annual Annex which offers guidance on the principles and implementation of the Code. These documents can be found at:

[www.liv.ac.uk/tqsd/pol\\_strat\\_cop/cop\\_on\\_student\\_representation.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_on_student_representation.doc)

[www.liv.ac.uk/tqsd/pol\\_strat\\_cop/annual\\_annex.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/annual_annex.doc)

The Code of Practice provides an institutional framework for student representation and sets out the minimum requirements for student representation at school/departmental and faculty level. All students are encouraged to stand for election to the school/departmental staff-student liaison committees and information on the election process and dates will be made available through your school/department.

All Student Representatives on Staff-Student Liaison Committees are offered training and support by the Guild of Students and may have an opportunity to represent the school/department on faculty committees, or at the University Senate. You can find out more information about what being a student representative entails on the Guild website:

[http://www.lgos.org/content/218805/your\\_voice/in\\_the\\_university/course\\_reps/](http://www.lgos.org/content/218805/your_voice/in_the_university/course_reps/)

### **3.15 Health and Safety**

Student safety is important to us. Ensuring the health and safety of students, staff and visitors is one of the University's highest priorities. The University is responsible for providing a safe environment and safe systems of work, but safety cannot be achieved without the full co-operation of everyone.

University Ordinances require every student whilst on University premises

- to take reasonable care for the health and safety of themselves and others;
- to act in accordance with University safety rules.

In all schools/departments, students are required:

- to read the fire procedure notices and familiarise themselves with the alternative fire exits;
- to report accidents, near misses or dangerous conditions to a responsible member of the department;
- to co-operate with health and safety instructions.

On the University telephone system, the emergency number for fire, police or ambulance is 2222.

In practical/laboratory departments there is a safety code/handbook which sets out school/departmental safety arrangements in detail.

If you have any problems or questions about safety, raise them with a member of teaching staff or with your School/Departmental Safety Coordinators, who are: Dr. Roger Barraclough (Tel/email) 0151 795 4469, [brb@liverpool.ac.uk](mailto:brb@liverpool.ac.uk) and Mr Joe Carroll (Tel/email) 0151 795 5119, [gavia@liverpool.ac.uk](mailto:gavia@liverpool.ac.uk)

### **3.16 Liverpool Guild of Students**

The students' union, Liverpool Guild of Students, supports students through advice, lobbying and a range of extra-curricular activities, as well as being at the heart of the student social life.

LGoS is a student-led charity and every student at the University of Liverpool is a member. We actively listen to our members and student contributions guide and shape our policies. We lobby and encourage students to take a lead in their university experience. Our main duty is to ensure that the University delivers an excellent student experience. Keeping in contact with our students is one of our top priorities, and we do this in a variety of different ways – face to face, on facebook and twitter, within lecture theatres and online at [www.lgos.org](http://www.lgos.org). We exist to support and represent the students of the University, as well as ensure that they make the most of their time in Liverpool. In short, we deliver student life support through representation, encouraging participation and ensuring a positive experience.

#### Representation

[lgos.org/governance](http://lgos.org/governance)

LGoS is student led and student focused, and there are many opportunities for students to take an active role in our leadership and development. Four students are elected each year to take on the full time role of Student Representative Officer; these are students' representatives to the University. They plan and implement lobbying activity, attend and chair meetings, develop policy, encourage engagement and ensure that they are accountable to students transparently and democratically. The Guild also has a staff team to support elected students, who also include Student Council, Scrutiny Panels and Working Groups as well as the Course Reps network.

We support the system of student reports, students elected by their peers to attend staff student liaison meetings and put the student point of view across. So if there aren't enough books in the library, deadlines are too close to exams, rooms are overcrowded, or anything else is adversely affecting a student's academic experience, they should talk to their course rep. If a student is interested in becoming a course rep then they should ask a member of staff in their department

or contact the Representation & Democracy Co-ordinator Bethan Payne, at [bethan.payne@liv.ac.uk](mailto:bethan.payne@liv.ac.uk) within the first few weeks of term.

#### Advice

[lgos.org/advice](http://lgos.org/advice)

We hope that students' time at the University of Liverpool will be completely positive and trouble free, but when things do go wrong we're here to help. We offer free, confidential, non-judgemental academic advice to help students to continue in their studies and achieve the result they are aiming for. For more information visit [www.lgos.org/advice](http://www.lgos.org/advice)

#### Activity Groups

[lgos.org/activities](http://lgos.org/activities)

There are lots of opportunities for students to get involved in LGoS, whether they want to volunteer their time to work on a community-based project with Community Action or join one of the many activity groups, from darts to theatre. We have over 100 groups representing a range of interests and activities. If there isn't anything to suit a student's tastes, they can start up their own activity group. More details can be found on our website [www.lgos.org](http://www.lgos.org)

Remember, many graduate employers will ask students about the extra-curricular activities they were involved in at university, so apart from being a fantastic opportunity to make friends with people with shared interests, becoming involved in an activity group is also a chance to gain valuable experience.

### **3.17 The University Library**

The University Library, founded in 1881, contains an impressive collection of approximately 1.9 million books and periodicals including extensive and important special collections of rare books and archives.

The Library subscribes to a portfolio of around 30,000 electronic books and online access to most major databases. The library also offers access to over 100,000 contemporary electronic books including academic e-books, reports and conference proceedings and over 317,000 digitised printed books. The Library is located on two main sites, the Sydney Jones Library and the Harold Cohen Library. The libraries provide about 1,100 computer and study spaces, zoned areas for group and quiet study and staffed helpdesks. The entire stock of the Library is included in its online catalogue and all electronic resources can be accessed in the library or via the web. The two main libraries are open 24 hours Monday to Friday throughout the academic year and there is a 24/7 renewal line for loans.

Recently the Sydney Jones Library which houses the main collections for Arts and Social Sciences, benefitted from a £20million expansion and refurbishment, which further improved the excellent library collections and study environment. The Sydney Jones currently has seating for 600 readers and approximately 400 PCs. Bookable study rooms are available for student use. The Sydney Jones also has a "walk in" short loan collection and a cafe. The Special Collections and Archives department is located in the Sydney Jones Library and includes rare books, manuscripts and the library of the Science Fiction Foundation.

The Harold Cohen Library, with seating for 480 readers and 285 PCs, contains the main collections in Dentistry, Engineering, Science, Medicine, Veterinary Science and Mathematics. Work took place in summer 2008 to improve the environment in the reading rooms on the first floor and provide facilities for both group and quiet study. There is also a branch library at the Veterinary Teaching Hospital on the Wirral.

Your University ID card will give you access to the libraries and enable you to self issue and return books. There are introductory talks available for new students and staff will help you find your way around and show you how to use the online catalogue.

Printed guides to the various libraries, services and literature searching facilities are available at service points and staff at the Information Support Desks or Computing Helpdesks will be happy to help if you have a problem or a question. Further information on the Library can be found at [www.liv.ac.uk/library](http://www.liv.ac.uk/library)

### **3.18 Computing Services**

Computing Services provides central computing and information technology services to assist the University in carrying out its learning, teaching, research and administration.

There are a number of PC Teaching Centres, which are primarily used for teaching but, when not booked for classes, are available for individual student use. These are located in centres across the Precinct and at the Leahurst Veterinary Centre. There are also a number of Learning Centres, not bookable for classes, on the Precinct and in some of the Halls of Residence. The Teaching and Learning Centres each contain PCs linked together by a network. To use the PCs, you first need to self-register by following the information on the screen of a PC Teaching or Learning Centre, or at <http://www.liv.ac.uk/register> on any computer connected to the Internet.

The PC Teaching Service is based on Microsoft Windows and provides access to a wide range of services, including electronic mail, the Internet, VITAL (the Virtual Learning Environment), word processing, spreadsheets and databases.

There are a number of locations within the Precinct where students may use either WiFi (wireless) or a wired connection to connect their own laptop computer (or other mobile device) to the University's network.

The main CSD Helpdesk is located in the Brownlow Hill Building (with satellites in the two main libraries) and provides a full range of support services including problem solving, software sales and registration queries.

Full details of the services provided by CSD are at <http://www.liverpool.ac.uk/csd/>

### **3.19 The University Calculator**

Except when otherwise stated, the only calculators allowed for use in an examination room will be the models adopted and specified by the University. These calculators are stamped with the University crest and are only available from the shop in the Guild of Students.

Students should not purchase the same models of calculators without the University crest from other retailers as these will not be allowed into the examination room.

Further information on the use of calculators in examinations can be accessed via the following link:

[www.liv.ac.uk/students/exams/guidelines-behaviour.htm](http://www.liv.ac.uk/students/exams/guidelines-behaviour.htm)

## **4. ACADEMIC STRATEGY**

### **4.1 School Learning, Teaching and Assessment Strategy**

When students enter their chosen Honours Programme, credits are accumulated by a variety of Theory, Key Skills or Project-based modules, as appropriate to their chosen field of study and Honours specialisation. All students take a Research Project that may be laboratory-or field-based, library-based or may be a data mining/data analysis research project. Key skills are further developed either through their project or via specialised Key Skills modules that develop analytical and communication skills (both written and oral). The Level 3 curriculum is designed to include core modules that must be studied but also allows for student choice via selection from a series of optional modules. Theory modules are either 7.5 or 15 credits.

A mixture of continuous assessment (largely in Research Projects and Key Skills modules) and formal examination is employed. Formative assessment strategies are again firmly embedded in the Level 3 curriculum. Currently, almost all summative assessments are double marked, using clear marking descriptors available to students and staff (please see Appendix 1). Theory modules are currently double marked, with question setters providing model answers, where appropriate, to assist second markers and external examiners that indicate how the marks are determined. Although current University Policies on Assessment indicate that double marking of Honours scripts is not necessary and that “moderators” are required, the School believes that double marking is good practice and will continue to operate this system. The only summative assessments that are not currently double marked (*e.g.* some data handling exercises) are assessed according to defined marking schemes: Programme Directors and module organisers act as moderators for such assessments.

Learning resources such as handouts for lectures, tutorial and workshops, references to texts/journals and self-learning exercises are available electronically on VITAL. A handbook is provided for each Honours programme which gives information on timetabling, module syllabus, assessments, marking descriptors and University regulations.

For information regarding the system for classification of undergraduate degrees, please refer to Section 3 of this Handbook.

For the overall structure of each Honours Programme, please refer to the programme specifications located on the School’s homepage on VITAL.

### **4.2 School Policy on the Provision of Feedback on Assessed Work to Students**

#### **General Principles**

Feedback to students on their assessed work is provided to help them improve on their academic performance and just as importantly, help them improve their knowledge and understanding. Such feedback aims to be informative, timely (as is reasonably practical) and appropriate to the learning outcomes and assessment criteria of each particular module. Details of the many different forms of feedback provided by the School are published in the relevant student handbooks. Staff are reminded that all feedback should be consistent with University policy and that it should be provided in a timely manner, i.e. within three working weeks of submission of the coursework, unless exceptional circumstances prevail ([http://www.liv.ac.uk/tqsd/az\\_index/index.htm](http://www.liv.ac.uk/tqsd/az_index/index.htm)).

## The main forms of feedback

### Key Skills and Advanced Skills modules

Both written (feedback comments are placed in the key skills record) and oral feedback is given to students by their Key Skills tutors and this describes the strengths and weaknesses of the submitted coursework; work that is submitted every fortnight. Students are expected to act on the feedback to improve their analytical, communication and presentational skills. Specifically, in those cases where submitted work is unsatisfactory, feedback explicitly indicates how that work can be improved for re-submission.

In the case of the Level 3 Advanced Skills modules, feedback on assessed coursework can take a variety of forms but may include release of provisional marks for that piece of work, written feedback and verbal comment, where the latter may be individually-based, or a general review of the specified coursework (e.g. class-wide presentation of a model/expected answer/solution). The onus is always on the student to take advantage of such opportunities for individual feedback.

### Practical and Field course modules

Feedback is given to students during practical and field sessions in written and oral form by postgraduate demonstrators and members of staff. Where possible, marking schemes/allocations for practical work are clearly indicated in advance. Submitted course work for these modules is returned to students with informative comments indicating how marks were awarded, or deducted. In the case of practical modules, wherever possible, feedback is given to the student before the deadline for submission of the next piece of coursework. The onus is on individual students to discuss this feedback with their demonstrator, or member of staff in charge of the class, or module, if they require further clarification. If appropriate, feedback may be given to a whole class to describe generic issues regarding the assessment process. In particular, the introductory lecture sessions, associated with all practical modules will frequently be used to take the opportunity to provide feedback on assessment and other aspects of the previous week's practical class.

### Lecture based modules

Assessed coursework is rarely set for Levels 1 and 2 modules; however, non-assessed, self-appraisal sessions are included in most modules to help students improve the quality of their understanding and knowledge. The nature of these self appraisal sessions/exercises can take many forms. A series of MCQ or SAQ questions may be provided, a question and answer (or clinic) session may be undertaken, or specific electronic/on-line self-appraisal resources may be made available through VITAL. The School expects these sessions to become included in all Level 1 and 2 lecture-based modules and it is the responsibility of students to ensure they take full advantage of such opportunities for feedback. Some Level 3 modules contain assessed coursework and written feedback is provided on these. For example, this can include the use of summative test essays which are also returned to students with formative comments for improvements prior to the formal, written examinations.

Under the University's Code of Practice on Assessment (Section 10.4), the School cannot return examination scripts to students\*. However, the opportunity is provided for any student to discuss their examination performance with their tutor, module organisers, or programme director. In the first instance, tutors are able to provide generic feedback on examination performance. More specific feedback can be obtained from module organisers. Specifically, all students are notified (via email, announcements on VITAL and on student notice boards) of the arrangements for obtaining such feedback from module organisers after the first semester examinations and it is the responsibility of students to take advantage of such opportunities.

At Level 3, students are also provided with a mid-session (i.e. after the first semester examinations), unofficial transcript ('statement of progress'), which records the examination marks obtained to date (including their projected carry/forward mark from Level 2), plus progress on their project and advanced skills module. Students are advised to meet with their programme director if they have any queries or concerns about any aspect of their 'statement of progress' or if they wish to have more detailed feedback on any aspect of their first semester assessments/examinations. Again, it is the responsibility of the student to take advantage of such feedback opportunities. However, programme directors may ask to meet with particular students if there are specific concerns about progress.

### Project modules

Students are provided with written (through the LUSID project-progress reporting system) and verbal feedback by their supervisors concerning their progress at regular intervals. Draft copies of both the preliminary and final project reports are submitted to supervisors and are returned annotated with informative comments, in time for revisions to be made to the final, assessed reports. Students are reminded that it is only possible for staff to provide such feedback if the draft versions of reports are submitted by the specific dates. It is the responsibility of students to meet with their supervisor every two weeks and an online record of four of these meetings must be completed by the student and supervisor (the LUSID reporting system – see above). Students are also expected to present their project record book at these meetings for inspection and comment by the supervisor. Finally, students are provided with an opportunity to practice their project talk, where verbal feedback is provided by a member of staff.

### Postgraduate Taught Degrees

Most postgraduate modules employ a range of teaching methods and any one module may include a combination of lectures, seminars, tutorials, workshops, clinics and practical sessions. Assessment may include a combination of a formal written examination plus some form of in-course assignment which may take the form of written reports and essays, data handling exercises, oral presentations, demonstrations and posters. Students may obtain feedback on their performance in written examinations through discussion with the relevant module organiser and or, programme director although it should be noted that the School cannot return examination scripts to students\*. Feedback on assessed coursework may take a variety of forms including the release of provisional marks for the piece of work concerned, written feedback and verbal comment, where the latter may be individually-based, or a general review of the specified coursework (e.g. class-wide presentation of a model/expected answer/solution).

In addition, all students must undertake a project and here verbal feedback and guidance is available through regular meetings with the project supervisor. Project assessment usually involves the production of a final written report, a preliminary written report and an oral presentation. Guidance is provided in the preparation of these assessments and feedback may include the release of provisional marks for the preliminary report and presentation, plus written feedback and verbal comment on all the assessments. The onus is always on the student to take advantage of such opportunities for individual feedback.

\* Students are advised that where comments have been written on their examination scripts, they may apply to the University to see a transcript of these comments, through the normal Data Protection procedures.

## **Standards for the quality and quantity of feedback**

Staff are informed of the School's policy on feedback and examples of written comments on student course work are sent to the Teaching Support Office to be archived for quality assurance purposes.

### **Mechanisms for monitoring the achievement of these standards**

Students may comment on the quality of the feedback that they receive via the SSLC, the SSLC website and through the module evaluations and end of programme questionnaires, where students provide feedback on a range of issues associated with the content and delivery of their programmes. In addition, a student may raise an issue with a module organiser, programme director, project supervisor, or the Chair of the Board of Studies at any time, especially when feedback is late. The School reviews student comments on a regular basis and takes action where appropriate.

### **Feedback from Students**

A single undergraduate Staff-Student Liaison Committee (SSLC) covers all of the undergraduate programmes delivered by the School and has a student Chair with student representatives from all three levels of study. Staff representatives include a Staff Chair, the Chair of the Board of Studies/Academic Coordinator, the Head of School (HOS), and the manager of the Teaching Support Office (TSO). There is also a webpage accessible through VITAL, where students can contact the Student Chair, or the Staff Chair directly and make comments, either by giving their name (in which case they receive feedback), or anonymously. The Staff Chair can then take action if necessary. Issues raised are acted on by staff members of the SSLC and important matters are forwarded to LTG, module organisers and, where necessary, the HOS.

Student feedback is also received through the completion of electronic module evaluation forms. Feedback from the forms is acted on by the individual Module Organisers, or when broader matters are raised, at the meetings of Module Organisers. An evaluation report is reviewed by LTG and published on the School's Web pages. Staff also make comments about the modules when responding to the student feedback. Completion rates of the evaluation forms are high as it is a compulsory task for the Key Skills modules. Finally, feedback from the National Student Survey is also reviewed.

Student feedback, from the most recent cohort of graduates, is collected and monitored in most cases, through a Questionnaire distributed by the Honours Schools at the end of the year and from the School's SSLC. Externals examiners also have private meetings with the students and report their findings to staff at the MRB.

Information on the School's Teaching, Learning and Assessment Strategy is available on the School of Biological Sciences page in VITAL.

## **5. KEY SKILLS AND EMPLOYMENT**

### **5.1 The Careers & Employability Service – It's your career we're talking about**

The Careers & Employability Service provides information, advice and guidance on all a student needs to know about planning their career – be it working for a big firm, supporting a community organisation, studying for a higher degree, or taking time out to travel the world.

And because our services are all about the student, we believe we can be relied on to give students a head start in whatever career they decide to follow.



But relax. We're not just here for those who were born knowing what they want to do. In fact, we specialise in helping those for whom life after University is for the time being one great big open book.

We can put students in touch with leading employers, introduce them to lots of stunning new career ideas, and even help students write world class CVs and applications. All a student has to do is take the first step and visit us either in person or on-line.

After all, it's your career we're talking about.

The Careers & Employability Service offers:

- Access to part time, term-time job vacancies
- Internships and work experience opportunities
- Graduate job vacancies with leading national and local employers
- Opportunities to meet organisations that want to recruit Liverpool graduates
- Personal consultations with careers advisers
- Volunteering opportunities in Liverpool, across the UK and overseas
- Specialist help with CVs, applications and interviews
- Information on further study options
- Advice and information on taking a year out
- Skills development opportunities
- Holiday jobs and work experience opportunities across the world (and in Liverpool)
- Impartial advice about options with a student's degree.

The Careers & Employability Service is located on the first floor of the Student Services Centre, next door to the Guild of Students on Mount Pleasant, opposite the Metropolitan Cathedral.

Details of all our services are on the University website at: <http://www.liv.ac.uk/careers>. You can contact the Careers & Employability Service by email: [careers@liv.ac.uk](mailto:careers@liv.ac.uk), or telephone: 0151 794 4647. You can also follow us on *Facebook*:

<http://www.facebook.com/TheCareersandEmployabilityService>

## 5.2 **Learning and Study Skills Support**

Throughout their university career students will have opportunities to build and develop their skills for learning, such as study skills, time management and information literacy, as well as employability skills. A student's tutors may identify areas where they need to develop and also highlight a range of resources. Students can also visit the Library where they will find help available from Library staff.

Students should also visit **iLearn**, the University's skills website (<http://www.liv.ac.uk/iLearn>), which has a wide range of resources to support the development of skills for learning and employability and also provides access to other useful websites. Another useful resource is the LearnHigher website(<http://www.learnhigher.ac.uk>) particularly its pages designed especially for students. The University of Liverpool has been a partner in building this resource bank.

## 5.3 **Key Skills**

All students will undertake Key Skills modules in Level 1 (BIOL150) and Level 2 (BIOL290). In Level 3 a number of programme specific advanced skills modules are available.

## **6. SUPPORT SERVICES FOR STUDENTS**

### **6.1 Personal Tutoring**

All students on programmes at the University of Liverpool are allocated a Personal Tutor. The personal tutor is the first port of call if a student is having problems with any aspect of their life as a student at Liverpool. She or he will listen to the problem and may direct a student towards the most appropriate sources of help and advice.

Students at the University of Liverpool are entitled to Personal Development Planning (PDP) opportunities. PDP is defined as “a **structured** and **supported** process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development” (QAA 2000). In most schools/departments and programmes the personal tutor will also be the person a student will meet for their personal development tutorials. These are one-to-one meetings at which the tutor is principally there to facilitate a student’s own reflection on their progress. Students are asked to prepare for PD tutorials (one tutorial per semester in Years 1 & 2 of your programme) using the University’s online PDP support tool, LUSID (<http://lusid.liv.ac.uk>). Here students are guided to reflect on their progress by responding to a series of questions. This may then be sent to the student’s tutor prior to the PD tutorial.

Further information is available at: <http://www.liv.ac.uk/pdtutorials/>

### **6.2 Support and Advice**

The University has a well established network of advice, guidance and support services for all students. Specialist teams and experienced advisers are available to support students on a whole range of issues. Information is available on the web at [www.liv.ac.uk/studentservices](http://www.liv.ac.uk/studentservices) and in the publication ‘Your University’.

A number of services are located in the Student Services Centre including the Student Support Services as follows:

#### **6.2.1 Student Support Services**

The Student Support Services are based in the Student Services Centre. Our role is to provide students with advice, support and information. We have very experienced advisors who are available for students to come and talk through any issues they may have. We provide a confidential and quiet space for students to come and talk to us about any issues affecting their well being. We can also offer a range of practical advice or will be able to direct a student to the appropriate source of the information they need.

Specialist services within the Student Support Services are as follows:

#### **6.2.2 Student Support Assistant (SSA)/Care Leavers’ Contact**

The SSA is the first point of contact for students who seek advice from Student Support Services regarding any non-academic issues which may be affecting their general welfare.

If you need to talk to someone, but are not sure who to ask for help, the SSA is here to listen and can provide support and initial guidance. The SSA can also signpost students to other more specialist sources of help within Student Support Services and the wider University community and, where appropriate, external agencies.

The SSA also offers on-going advice and support particularly for students who have been looked after by their local authority. If a student is a care leaver, they should contact the SSA to find out about the support available.

#### **Contact**

Student Support Assistant 0151 794 6674  
Email: [ssa@liv.ac.uk](mailto:ssa@liv.ac.uk)  
Web: [www.liv.ac.uk/studentsupport/ssa/index.htm](http://www.liv.ac.uk/studentsupport/ssa/index.htm)

### **6.2.3 The Disability Support Team**

The Disability Support Team is available to provide support and guidance for students with a wide range of disabilities, health conditions or specific learning difficulties (e.g. dyslexia, dyspraxia). The University actively encourages students to contact the Disability Support Team as soon as possible, to discuss their support needs in a friendly and confidential environment. Working to a person centred approach, the Team, with the student's consent can create an individual support plan. This details specific support requirements and recommends reasonable adjustments where appropriate, and is used to inform University academic departments, services and contacts of any student's support needs. With consent this plan is based around the student and can include different areas of support including:

- Liaising with the student's Academic School /Department to plan support
- Liaising with the Student Administration and Support Division in relation to examination support
- Liaising with the Library
- Guidance in applying for appropriate funding, i.e. Disabled Student Allowance
- Support in arranging specialist equipment or assessments including those for specific learning difficulties i.e. Educational Psychologist's assessment
- Referral to a wide range of internal and external contacts for specialist advice including the University's Mental Health Advisory Service
- Support in arranging non medical study assistance e.g. notetaker, study buddy.

The 'Guide to Support and Services for Disabled Students' sets out further information on the Team and their work. The booklet can be obtained from the Student Support Services, Student Services Centre. It is also available at:

[www.liv.ac.uk/studentsupport/disability/index.htm](http://www.liv.ac.uk/studentsupport/disability/index.htm)

#### **Contact**

Disability Support Team 0151 794 5117  
Email: [dsteam@liv.ac.uk](mailto:dsteam@liv.ac.uk)  
Minicom: 0151 794 4713

### **6.2.4 Financial Support Team**

The Financial Support Team (FST) is available to offer students help and guidance on a range of financial matters. The team can advise students on their entitlement to statutory funding and liaise with funding bodies if they experience problems receiving their funding; students considering withdrawing, suspending or transferring their studies are encouraged to contact the Team for advice on their current and future funding.

FST are involved with the Money Doctors programme which is a Financial Services Authority initiative aimed at improving financial capability for higher education students.

Throughout the year, the team will be running various interactive workshops and one to one sessions aimed at improving budgeting and money management.

The team also offers a specialist debt advice service, if a student is experiencing problems with debt, our money adviser can discuss any options and negotiate with creditors a repayment plan that the student can afford.

The Team also offers:

- Discretionary financial help through the Access to Learning Fund for students experiencing financial hardship
- Calculation of student support funding
- Calculation of welfare benefits and help with appeals if necessary
- Alternative sources of funding

Contact

Financial Support Team                      0151 794 6673

Email:    [fst@liv.ac.uk](mailto:fst@liv.ac.uk)

### **6.2.5 International Support Team (IST)**

The International Support Team (IST) is a specialist advisory service for international students. The IST is here to support and advise international students both on arrival and throughout their studies. The IST provides specialist advice on student immigration matters (including advice on visa extensions), and other topics including personal and cultural issues. If the IST cannot help directly, they have a wide range of contacts and can refer students to another service that can assist.

The IST website contains lots of useful information on living and studying in Liverpool. This includes information on safety, health, finance and advice specifically aimed at those international students who have their family with them in the UK while they study here.

The IST produces a newsletter and bulletins, both of which are automatically sent to international students' University email accounts. These often include important notes and changes to immigration rules and procedures so it is essential that international students read this information to keep up-to-date. The newsletter also contains features on interesting events taking place and information about UK life.

If the required information cannot be found on the IST website, then please email for advice or contact the IST for an appointment.

Website:    [www.liv.ac.uk/studentsupport/ist](http://www.liv.ac.uk/studentsupport/ist)

International Support Team                      0151 794 5863

Email:     [ist@liv.ac.uk](mailto:ist@liv.ac.uk)

### **6.3 Student Counselling**

The University Counselling Service helps students with personal and emotional problems. The counsellors are professionally qualified and experienced and enable students to talk over their difficulties in confidence.

Students are able to contact the Counselling Service with a wide range of worries, including personal, home and family relationships, depression, anxiety and loneliness.

A Drop-In Service runs each weekday, Monday to Friday, in term time, between 1.00pm and 2.00pm (no pre-booking necessary). This walk-in service gives students the opportunity to meet for twenty minutes with a counsellor to talk over any difficulties they are having. Full details are posted on our website at: <http://www.liv.ac.uk/counserv>.

The permanent counselling staff offer a telephone consultation service Monday to Friday between 1.00pm and 2.00pm (times may vary in the vacation – see our website for details) which offers members of the University an opportunity to discuss concerns, receive information and advice about managing difficult situations e.g. when supporting a colleague or student in distress.

#### **6.4 Mental Health Adviser (MHA)**

The main function of the University MHA is to provide support to students with any mental health difficulties by facilitating their access to study successfully in the University.

The MHA works with individual students who have declared mental health needs during their application process to the University, or who develop mental health problems whilst at University.

The role of the MHA is to offer support, advice and liaison between the student and the appropriate university departments to ensure that the students' mental health needs are adequately and appropriately responded to. Additionally, the MHA is able to offer consultation to students and staff regarding concerns about themselves or their concerns for others.

The MHA works closely with the Disability Support Team and other Student Services, including the Student Health Service, Counselling Service, University Residences and also with Academic Departments.

##### **Contact**

University Mental Health Adviser	0151 794 2320
Fax	0151 794 3300
Email	<a href="mailto:mentalhealthadviser@liv.ac.uk">mentalhealthadviser@liv.ac.uk</a>
Web	<a href="http://www.liv.ac.uk/mhealth">www.liv.ac.uk/mhealth</a>

#### **6.5 Liverpool Guild of Students**

We offer advice to students seeking information or representation regarding academic issues. This service is free, confidential and non-judgemental. Our aim is to provide students with the information they will need to make an informed decision about the options available.

Students can book an appointment with our Academic Adviser by calling 0151 794 6868 or coming into the BASE in the Guild Building. Our adviser is able to advise and support students in the event that they:

- wish to submit an academic appeal to challenge a grade or mark;
- have been accused of plagiarism, collusion or fabrication of data;
- have been discontinued from their course and wish to know their options;
- wish to complain about some aspect of university life, such as halls of residence, teaching, or the level of support offered by their department; or
- have been affected by illness, unexpected circumstances in their personal life or other mitigation which they feel has affected their studies.

## **7 The English Language Unit (ELU)**

The English Language Unit (ELU) is a teaching unit within the School of the Arts, specialising in language teaching and learning. It offers language support for registered international students, visiting fellows and international staff members. It also supports the English Department in providing a range of postgraduate courses for language teachers. The Director is Dr Sue Thompson.

Key services provided are:

- Summer programmes in English for Academic Purposes (EAP)
- Year-round programmes in General English and EAP
- English classes for international students/staff members
- English classes for Erasmus and Socrates exchange students
- Bespoke English language programmes for University departments
- IELTS (International English Language Testing System) Testing
- IELTS Practice & Preparation Courses
- Cambridge ESOL CELTA (Certificate in English Language Teaching to Adults)
- Bespoke English language programmes for external organisations

### **Contact**

English Language Unit,  
English Department,  
University of Liverpool,  
Modern Languages Building,  
Chatham Street,  
Liverpool L69 7ZR

For EAP & International Student enquiries

Tel: +44 (0)151-794-2735

Email: [elu@liv.ac.uk](mailto:elu@liv.ac.uk)

For IELTS enquiries and testing

Tel: +44 (0)151-794-3951

Email: [ielts@liv.ac.uk](mailto:ielts@liv.ac.uk)

For CELTA course information

Tel: 0151 794 2735

Email: [tracy.simms@liv.ac.uk](mailto:tracy.simms@liv.ac.uk)

General fax: +44 (0)151-794-2739

## **8. OTHER USEFUL PUBLICATIONS**

### **8.1 Student Charter**

The University of Liverpool Student Charter is issued jointly by the Senate and Council of the University and by the Liverpool Guild of Students. It makes explicit some of the reciprocal responsibilities which members of the University, both staff and students, have to each other and which policies and procedures in individual areas of the University should reflect. The Charter is included as an appendix to the 'Your University' publication given to new students.

The Annexe to the Student Charter is updated each year. It contains the names of all Heads of Schools/Departments, Heads of Research Centres, Institutes and Units, Heads of Academic Services provided by the University, Wardens of the Halls of Residence, and Heads of Non-Academic Departments and other units.

In a number of areas the detailed working out of the commitments in the Charter are contained in University-wide Codes of Practice or similar documents and the Annexe contains a list of those currently in force together with information about how to obtain a copy of the relevant document.

An electronic version of both the Student Charter and Annual Annexe can be accessed at:

[http://www.liv.ac.uk/tqsd/pol\\_strat\\_cop/studchart\\_bkgrd.htm](http://www.liv.ac.uk/tqsd/pol_strat_cop/studchart_bkgrd.htm)

## **8.2 University Calendar (includes Ordinances and Regulations governing degrees)**

The University Calendar is published at the beginning of each academic year by the Committee Secretariat. It contains information such as:

- Terms and semester dates
- The schedule and membership for the central University committees (the schedule for school/departmental committees can be obtained from your school or department)
- The University Statutes, Ordinances and Regulations – these are the rules that govern the running of the University
- A list of all staff at the University

With effect from academic year 2009-10, the Calendar is only available as an electronic document and may be accessed at:

<http://www.liv.ac.uk/commsec/calendar.htm>

## **8.3 University Complaints Procedure**

The University operates a Student Complaints Procedure to be used when students have a complaint against the University. This procedure provides for complaints to be dealt with, as far as possible, on an informal basis. It also sets out the formal route for the consideration of complaints should informal procedures fail to resolve a complaint satisfactorily.

The Student Complaints Procedure can be accessed at:

[http://www.liv.ac.uk/tqsd/pol\\_strat\\_cop/stud\\_complnt\\_proc.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/stud_complnt_proc.doc)

Where the complaint is about an academic decision regarding assessment, the Academic Appeals Procedure should be followed. Please see section 3.10.

Complaints relating to the conduct of students are dealt with through the University's Disciplinary Procedure which is administered by the Student Administration and Support Division. Further information and guidance about student conduct and discipline can be found at:

<http://www.liv.ac.uk/students/student-administration-centre/policies-procedures/conduct-discipline.htm>

#### **8.4 Your University**

This is a general student handbook which includes the University's Student Charter. It is also a practical reference book with information on University services, activities and procedures, and advice on the day to day essentials of life, such as travel, money matters and your safety and wellbeing.

Undergraduate and Postgraduate editions are produced annually for all new students and are included in pre-arrival mailings to new undergraduate students and made available on entry for new postgraduate students.



**School of Biological Sciences**  
**Final Degree Classification Descriptors**  
**Generic Learning outcomes**

**“To have comprehensive knowledge of a discipline with areas of specialisation in depth.  
 To be able to critically review evidence to support conclusions, and define complex  
 problems by applying appropriate knowledge and skills.”**

<b>Class</b>	<b>% Range</b>	<b>Qualitative description</b>
I	90-100%	In addition to the qualities required for 70-79%, <b>outstanding</b> knowledge and understanding of the subject and high level analytical problem-solving skills. No factual errors and critical understanding of current knowledge.
I	80-89%	In addition to the qualities required for 70-79%, <b>excellent</b> work that is perceptive and focused, and which treats all issues in a critical and scholarly way.
I	70-79%	Good work showing a <b>comprehensive</b> knowledge and understanding of the subject, together with an ability to put the work into context and to critically evaluate selected aspects of the work. Displays ability to analyse, interpret and organise information to produce coherent accounts or solve problems. Arguments/answers will be clear, competently structured and logical. The methodology or arguments employed must be accurate.
II.1	60-69%	<b>Competent</b> work showing a good knowledge and understanding of the subject, with no major gaps or omissions, but minor gaps or omissions may occur. Arguments/answers must be clear, competently structured and logical. The methodology or arguments employed must be largely accurate.
II.2	50-59%	Work that shows an <b>adequate</b> knowledge and understanding of the subject, presented in a clear manner, but lacking in breadth or depth, with some significant aspects omitted. Some errors and omissions are likely to be present. The methodology employed is largely underdeveloped.
III	40-49%	<b>Incomplete</b> work. Information fairly sparse and limited in depth and breadth. Some inaccuracies in accounts that are broadly relevant to the question, but poor coverage of lecture material. Expression, style, structure and grammar are poor.
Fail	30-39%	<b>Deficient</b> work that contains many errors and omissions, but some relevant facts correct. Answers poorly directed at questions, but general drift may appear sensible. Understanding, expression, style and grammar are poor.
Fail	20-29%	<b>Very limited</b> range of knowledge and understanding with many important gaps and omissions. Shows incomplete understanding and numerous errors of interpretation.
Fail	10-19%	Work that shows only the <b>most limited</b> and fragmentary knowledge of the subject with little or no understanding of the essential principles or concepts. Work is likely to be unstructured and ill-presented.
Fail	0-9%	Totally <b>inadequate</b> answer. Little or no relevance to the questions or little substance or factual material. Virtually devoid of any evidence of knowledge of the subject.

**Assessment Criteria for  
Written Examinations, Module Essays and Reports**

<b>Mark</b>	<b>Class</b>	<b>Criteria</b>
90-100	I	<b>Absolutely outstanding answer.</b> Factually faultless; strong degree of originality; clearly directed; comprehensive coverage; extensive evidence of supplementary reading; very well written.
80-89	I	<b>Outstanding answer.</b> Factually faultless; clearly directed; logical; good evidence of supplementary reading; originality present; very well written.
70-79	I	<b>Very good answer.</b> Presentation is fresh, logical and perhaps enlightening; some originality of thought or approach; evidence of outside reading; good coverage; very well written and directed.
60-69	2.1	<b>Comprehensive answer.</b> Clear; logical; thorough; factually sound (sufficiency of facts and/or no serious errors); evidence of outside reading and/or originality; well written and directed.
50-59	2.2	<b>Adequate answer.</b> Accurate but limited to lecture material; perhaps some errors or key facts missing; no originality, little evidence of outside reading; expression/style/grammar moderate.
40-49	3	<b>Incomplete answer.</b> Information fairly sparse; some inaccuracies; broadly relevant to the question but poor coverage of lecture material; no sign of outside reading; expression/style/grammar poor.
30-39	Fail	<b>Deficient answer.</b> Poorly directed at question; many omissions or errors but some relevant facts correct, the general drift may appear sensible, but understanding poor, expression/style/grammar poor.
15-29	Fail	<b>Very deficient answer.</b> Largely irrelevant to the question; a few facts correct, but many omissions and errors; expression/style/grammar very poor.
0-14	Fail	<b>Totally inadequate answer.</b> Little or no relevance to question or little or no substance/factual material; approach may be all wrong; expression/style/grammar dreadful.
<p>Compensation applied between criteria. For example, the inclusion of only limited factual material may be compensated positively by very clear direction of that material to the question. Conversely even very good factual presentations will be downgraded by poor grammar and spelling.</p>		



**Application for Consideration of Mitigating Circumstances**

Full name: .....

Registration number: .....

Programme of study:.....

Year of study: .....

Modules affected by mitigating circumstances

Module Code	Module Name	Assessment missed/affected

Details of mitigating circumstances

Please provide a description of the mitigating circumstances that may have affected your performance in the above modules, including the time period over which these circumstances occurred. Please state what aspect(s) of the assessment you feel have been affected.

Supporting documentation

Please list all the documentation provided in support of your claim. The documentation should be stapled to this form. Medical claims should be supported by a medical note, other claims should be supported by appropriate documentation (for example, police reports, insurance reports).

Student declaration

I confirm that all the information contained in this statement is accurate and complete to the best of my knowledge. I consent to the information being used by the Mitigating Circumstances Committee, and understand that the information will be treated in the strictest confidence.

Signature of student:..... Date:.....

FOR USE BY THE CHAIR OF THE MITIGATING CIRCUMSTANCES COMMITTEE ONLY

I recommend that the following action be taken in respect of this claim:

Signature of Chair:.....

Date: .....