

**UNIVERSITY OF WOLVERHAMPTON**



**School of Applied Sciences**

**Course Guide**

**for**

**BSc (Hons) Human Biology**  
**BSc (Hons) Human Physiology**

**2012-2013**

**Human Biology**

**Human Physiology**

**COURSE GUIDE 2011/12**

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## About this guide

This Course Guide will help you plan your course. It tells you which modules you must study and pass, and lists the optional ones which contribute to your award. The Guide also offers you brief descriptions of each module, including general information about assessment tasks, and an overview of how the Course can be used for future career choices.

You should read this Course Guide in conjunction with the [Undergraduate Student Guide: the University's Policies and Regulations](#) and/or [Postgraduate Student Guide](#). These documents should provide you with all the basic information that we think you will need for your period of study here.

You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed. The answers to many of the questions that you will want to ask are contained in it.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. If you find that there is something you need to know, please check on [SAS Student Support Portal in WOLF](#) or contact the SAS Student Support Office (details below). You can also consult the University's [Student Services Gateway](#) as appropriate. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.

Please enter the contact details for your Personal Tutor for your future reference:	----- <i>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</i>
Your School Student Support Office is:	<b>Student Support Office</b> <b>Room: MA104</b> <b>Tel :01902 322129</b> <b>Email: sasstudentsupport@wlv.ac.uk</b>
Your local <i>HERE 2 HELP</i> is:	Ground floor MD Building, City Campus (South) Tel: 01902 322487 Fax:01902 322185

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide.

## Welcome

On behalf of the Course Management Team I should like to extend to you a very warm welcome and I would like to take this opportunity to wish you every success in your studies at the University of Wolverhampton, and trust that your time at the University of Wolverhampton will prove to be enjoyable, stimulating and rewarding.

Human Biology is one of many run by the School of Applied Sciences which has itself established an excellent reputation for the quality of its courses, for an innovative approach to teaching and learning, and for the friendliness of its staff.

We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University. In practice, you will have the opportunity to do this through our 'student voice' processes, such as student forums.

Remember that the outcome of your studies could affect the whole of your future career and therefore study should certainly be your first priority. In resolving to work hard however, do not forget to have time for recreation and social activities. Do take full advantage of the [University facilities](#) at your disposal.

**Dr. P. J. Griffiths, Course Leader**  
**p.j.griffiths@wlv.ac.uk**

## **Attendance**

The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. Staff are committed to helping you fulfil your potential. Your attendance at, and participation, in classes is a key factor in ensuring that you do so.

Attendance will help you to:

- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for and undertake assessments;
- Learn from and with your fellow students;
- Receive feedback from teaching;
- Participate in practical and group work;
- Develop your communication skills.

If you are unable to attend a class please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was covered in the class, and what you need to do to catch up. Please do remember how important attendance is to your success.

**The University considers this to be so important that it reserves the right to review the position of students who fail to attend.**

## **The Wolverhampton Graduate**

By the end of your course, the university expects you to be a Wolverhampton Graduate who is knowledgeable and enterprising, digitally literate and a global citizen.

### **Digitally Literate**

Our graduates will be confident users of advanced technologies; they will lead others, challenging convention by exploiting the rich sources of connectivity digital working allows.

### **Knowledgeable and Enterprising**

Our graduates will know how to critique analyse and then apply knowledge they acquire in an enterprising way.

### **Global citizens**

Our graduates will bring informed understandings of their place and ethical responsibilities in the world.

Further information can be found on the University student webpage for [Graduate Attributes](#).

## About the Course

This Guide outlines the modules which are available, teaching and learning activities and assessment tasks.

Note for guidance: this information should be transferred from the Course Specification

### Human Biology:

The aim of this course is to give you a sound knowledge of the structure and function of the human body. Control of normal physiology and homeostatic mechanisms are also considered, along with changes in organ systems from birth to old age. The use of practical skills is cultivated for all Human Biology students. The importance of metabolism in growth and normal functioning of the body is examined. The embryological and developmental origins of human beings are considered at each level of study. The principles and concepts of the evolution of anatomically modern humans, symbolic language and culture are also included with the course syllabus, placing us at the centre of our ever changing world.

At the end of this course you, the student, will be able to:

1. Demonstrate knowledge of human shape and anatomy
2. Demonstrate an understanding of human embryological and foetal development.
3. Demonstrate an understanding of the control of normal physiology and homeostatic mechanisms and the changes occurring in physiological systems from birth to old age.
4. Appreciate the importance of metabolism and nutrition in growth and normal functioning of the body.
5. Demonstrate an understanding of the principles and concepts of the evolution of anatomically modern humans, symbolic language and culture
6. Demonstrate competency in practical skills which can be used to assess the human body, and be able to use such skills in research applications.

### Human Physiology:

The course aims to:

Provide a detailed knowledge and understanding of the systems and control mechanisms in human physiology and associated human anatomy and biochemistry. Also to provide training in the methods and skills required to undertake research in a wide variety of physiological disciplines.

A graduate in human physiology typically will have the ability to:

- demonstrate knowledge of human anatomy and physiology, biochemistry, embryology, immunology and ethical implications of research
- understand the factors and processes which contribute to human health and disease
- apply their knowledge to analyse, interpret and critically evaluate biomedical data
- demonstrate laboratory skills and knowledge of planning and designing experiments
- execute independent research centred on data generation

- demonstrate critical analysis and application of results obtained
- take account of and act in accordance with health and safety policies, good laboratory practice, ethical considerations and risk and Control of Substances Hazardous to Health assessments and recognise the importance of quality control and quality assurance
- design research protocols and use statistical techniques to enable valid analysis and interpretations of experimental results
- use effectively transferable skills in communication, IT, numeracy and data analysis, teamworking, critical thinking, setting tasks, problem solving and self-management.

At the end of this course you, the student, will be able to:

1. Describe in detail the physiology and related anatomy and biochemistry of the human body
2. Design, perform and evaluate experimental research investigating human physiological function
3. Comply with related legislative and professional processes associated with health and safety, ethics, professional body registration and evidence based professional practice.

These will be achieved through the following learning activities:

Lectures  
 Tutorials (small group)  
 Tutorials (one-to-one)  
 Workshops  
 Problem based learning  
 Case studies  
 Structured laboratory exercises  
 Individual or group investigative practical exercises  
 Individual and group research project investigations  
 Computer based learning  
 Supported learning using the University VLE (WOLF) for information, synchronous and asynchronous communications  
 Group work  
 Individual structured assignment-based learning  
 Directed study

## **Academic Regulations**

This course adheres to the University's academic regulations. A full version of these regulations can be found on the University web page [for Policies and Regulations](#). These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them.

## **Course information**

### **Attendance**

Except when you are undertaking independent study, or specifically identified "remote/distance" learning components, attendance at all taught sessions is required, including field visits. Persistent non-attendance may result in being called in for interview and loss of credits. A student's funding agency and / or loan company may refuse to finance students who attend only sporadically.

Your paid work and other responsibilities outside of the University must not detract from your ability to study effectively and should not interfere with your ability to attend any field visits and other meetings or classes.

### **Behaviour**

The School of Applied Sciences expects that every student and member of staff should behave in a way that reflects the aims of the University as an equal opportunity organisation that respects the rights of all people. If you are unhappy with the way that you have been treated, report the incident immediately to your Tutor, or the School's Equal Opportunities Adviser (To be appointed: Keep an eye on the notice boards).

Staff and students are expected to treat each other respectfully and courteously. Any breach of good behavioural conduct will be viewed extremely seriously and formal action will be taken at the highest level against anyone breaking the rules of good conduct. A student causing disruption, significant offence to others, wilfully inflicting damage to property or hurt to a person is likely to be asked to leave the learning environment immediately. This could include University premises, a work placement, field visit or overseas exchange. If abroad, this could mean instant dismissal from the venue and it would be the student's responsibility to make their way back to the UK, incurring any necessary charges.

Students are reminded of the need to behave appropriately at all times and to be a good ambassador for the University particularly whilst away from University premises.

### **Smoking, Eating and Drinking**

The University has a strict no-smoking policy. This also applies to teaching undertaken at other sites which you might visit on field courses, and whilst travelling to and from sites by University transport.

No alcoholic drinks may be consumed on University premises except in bars provided for that purpose. Alcohol may also not be consumed during off-site teaching or whilst travelling to and from sites.

Eating and drinking is forbidden in classrooms as well as laboratories. You get regular breaks, food and drink must be consumed in designated regions.

## **Mobile phones**

Mobile phones must be switched off in all computer suites and during examinations, and have any sound switched off in all lecture rooms, practical laboratories, the Learning Centre and during field visits.

Photographs or films must not be taken or stored on phones or cameras of students or staff anywhere in the University or on University activities (e.g. field visits), except with the express permission of those being photographed.

Under no circumstances may students use phones to contact others during class time.

## **Information Technology Resources Rooms**

The School of Applied Sciences has a large Information Technology Resource Suite (MA143), which is a self-access centre providing personal computer facilities for students in the School. Access is normally limited to students within the School and you are required to obtain and display a 'user card' as evidence of your eligibility (available during Welcome Week). You must re-register your card at the start of each academic year. A wide range of Software is available including standard Microsoft word-processing, and spreadsheet packages.

Each student is allocated a personal user number which enables him/her to use email. Laser printers are available, as well as a colour scanner and a large scale poster printer. Students must comply with the University's code of conduct on the use of IT facilities. Non compliance will result in loss of access rights.

A computer technician is usually on hand to assist with problems. However, s/he will not train you in the use of the machine or package. Introductory training will be provided during Welcome Week and taught modules, including an introduction for undergraduates to the Wolverhampton On-Line Framework (WOLF) which will be used extensively in level 1 teaching.

Advice is also available from the University IT Help-line from 09.00 to 17.00, weekdays. The IT rooms may occasionally be booked for classes. You may not use them at these times. Details are normally posted on the doors of the rooms in advance.

With increased emphasis on resource-based learning in Higher Education you will recognise the importance of not only self-access but also self-motivation. Staff will advise you as to what is available. It is, however, up to you whether you gain maximum benefit from these centrally located and well-equipped rooms.

## **Prizes for Achievement**



There are prizes available to reward outstanding performances by part time and full time students during the course of their studies.

## Physiology Society Prize

There is an annual award for the best undergraduate Physiology project. It is available to BSc Honours students on specialist or combined (joint or major) awards, provided their project is Physiology based. The prize is normally awarded to the student with the highest project grade, but other factors may also be considered. The prize may be shared. The recipient(s) will be decided by the Physiology Award Board, and will be awarded at the subsequent Congregation.

## Reference points

QAA Subject benchmarks - Biosciences (2007)

QAA Framework for Higher Education Qualifications (FHEQ): The framework for higher qualifications in England, Wales and Northern Ireland. Qualification descriptors for Intermediate (I) and Honours (H) levels. (October 2008)

The Equality Act (2010)

Special Education Needs Disability Act (2001)

## Blended learning

In 2008, the University adopted a Blended Learning Strategy which promotes the integration of technology supported learning across all our modules. We believe this will improve the employability and, digital literacy, of our students and the effectiveness and efficiency of our learning and teaching practice. Students are entitled to:

1. have access where possible to an electronic copy of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists	Students will receive the provision of module related documents in electronic format. This will include module guides, assessment guidance, practical schedules, lecture notes or presentations, and tutorial exercises.
2. formative assessment opportunities on line with appropriate meaningful electronic assessment feedback;	Students can expect to receive formative assessment with feedback so that they can gain an appreciation of how their studies are progressing. Students will be provided with practice test and examination papers which they can complete and receive feedback on in preparation for summative assessments. Students are also able to submit a draft copy of their Honours Project for feedback before final submission.
3. have opportunities to collaborate on line with others in their learning cohort;	Students have the opportunity to learn from each other collaboratively in modules. Students will have the opportunity to extend discussions via fora on WOLF. Students are also able to collaborate through WOLF forums and by email when working on group based tasks.
4. have the opportunity to participate in electronic Personal Development Planning (ePDP);	Students will initiate construction of their electronic personal development plans as part of 4BM003 Study and Professional Skills module. Students then have the option of using electronic personal development plans to incorporate other aspects of their education and training.

5. submit all appropriate assessments online;	Where it is appropriate students will have the opportunity to submit appropriate summative assessments electronically.
6. opportunities to engage in interactive learning during all face to face sessions.	All face to face learning in the university is interactive with students being encouraged to ask questions during lectures and tutorials. Students will be encouraged to engage in face to face discussion whilst at University with their Supervisor and peers during tutorials and problem based learning exercises.

### **Assessment methods**

Computer based assessment

Essays and other forms of written report

Evaluation of primary literature sources and literature review (including systematic review)

Case studies

Demonstrations of ICT competencies

Time-constrained calculation exercises

Problem solving exercises

Problem based learning and TRIPSE (tri-partite problem solving exercise)

Summative assessment of required practical skills

Personal and professional development portfolios (PACE files).

Individual and small group presentations (oral and poster presentations – including assessment of use of ICT in supporting professional presentation)

Oral examination (through questioning on presentations, case studies/presentations)

Structured assessment of research project planning, execution and report (written and oral presentation).

### **Support for learning**

The SAS Student Support Office is available for consultation by students on general issues such as enrolment, module registration, applications for mitigating circumstances, extensions for assessment, and guidance on university regulations. The Students Support Office is also available to be contacted by telephone and email and provision also exists for support during vacations. Students with specific needs can access additional support from staff through the Student Enabling Centre or the SAS Equality & Special Needs Adviser. All students on the course are provided with a personal tutor who is responsible for guiding students throughout their studies and providing academic advice. All students are expected to see their personal tutor at least once per semester. Students are also encouraged to seek help from module staff on any aspect of their studies that they are having difficulty with. Appointments with staff can be made on line through the SAMS system from any internet linked computer.

### **Distinctive features of the course**

This course in Human Biology not only combines Anatomy and Physiology, but also gives an insight into Human Development. A Forensic Anthropology component allows consideration of the changes in skeletal morphology from the infant to the adult. A very strong evolutionary theme is present; the Origin and Evolution of life discusses the early molecules of the “primordial soup”, through Vertebrate Evolution to Humans. The evolution of Anatomically Modern Humans is given special consideration.

<b>UG Regulations</b> (This section does not apply to Higher Nationals, Foundation Degrees and RNDip HE.)
Students will study:
<b>Standard Full-time:</b> modules worth 120 credits each academic year, taught over two semesters in the academic year.

## Course Structure for undergraduate courses

### Human Biology

#### Level 4 (1)

Year long modules			
<b>Core</b>	4PY013	Molecular Basis of Life	<b>20 Credits</b>

<b>C</b>	4SH001	Introduction to Health & Wellbeing	<b>20 Credits</b>
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Semester 1				Semester 2			
<b>Core</b>	4BM004	Human Structure and Function	<b>20Credits</b>	<b>Core</b>	4BM008	Human Physiology	<b>20 Credits</b>

<b>Core</b>	4BM003	Study and Prof Skills	<b>20 Credits</b>	<b>Core</b>	4BM006	Disease Biology & Public Health	<b>20 Credits</b>
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#### Level 5 (2)

Year long modules			
<b>Core</b>	5BM009	Integrated Physiology	<b>20 Credits</b>

<b>Core</b>	5FS002	Forensic Biology and Anthropology	<b>20 Credits</b>
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Semester 1				Semester 2			
<b>Core</b>	5BM010	Anatomy and Biomechanics	<b>20 Credits</b>	<b>Core</b>	5BM013	Physiology Practicals and Research Methods	<b>20 Credits</b>

<b>C</b>	5BM011	Nutrition and Metabolism	<b>20 Credits</b>	<b>Core</b>	5BM012	Evolution and Origin of Life	<b>20 Credits</b>
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#### Level 6 (3)

Year long modules			
<b>Core</b>	6BM014	Honours Research Project	<b>40 Credits</b>

Semester 1				Semester 2			
<b>Core</b>	6BM015	Human Development	<b>20 Credits</b>	<b>Core</b>	6BM016	Human Evolution	<b>20 Credits</b>

<b>Core</b>	6BM017	Advanced Human Physiology	<b>20 Credits</b>	<b>Core</b>	6BM018	Current Perspectives in Physiology	<b>20 Credits</b>
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## Course Structure for undergraduate courses

### Human Physiology

#### Level 5 (2)

Year long modules			
<b>Core</b>	5BM009	Integrated Physiology	<b>20 Credits</b>

<b>Core</b>	5FS002	Forensic Biology and Anthropology	<b>20 Credits</b>
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Semester 1		Semester 2	
<b>Core</b>	5BM010	Anatomy and Biomechanics	<b>20 Credits</b>
<b>Core</b>	5BM013	Physiology Practicals and Research Methods	<b>20 Credits</b>
<b>C</b>	5BM011	Nutrition and Metabolism	<b>20 Credits</b>
<b>Core</b>	5BM012	Evolution and Origin of Life	<b>20 Credits</b>

#### Level 6 (3)

Year long modules			
<b>Core</b>	6BM014	Honours Research Project	<b>40 Credits</b>

Semester 1		Semester 2	
<b>Core</b>	6BM015	Human Development	<b>20 Credits</b>
<b>Core</b>	6BM021	Critical Evaluation of Current Topics in Physiology	<b>20 Credits</b>
<b>Core</b>	6BM017	Advanced Human Physiology	<b>20 Credits</b>
<b>Core</b>	6BM018	Current Perspectives in Physiology	<b>20 Credits</b>

## University Academic Calendar 2011/12

[University Academic Calendar.](#)

### Course Management and Staff Involved with the Course

Dr Ruth Shiner, Head of Department  
(email: [R.A.Shiner@wlv.ac.uk](mailto:R.A.Shiner@wlv.ac.uk); Tel: (01902) 321124)

Dr Petula Nurse, Student Manager  
(email: [P.A.Nurse@wlv.ac.uk](mailto:P.A.Nurse@wlv.ac.uk). Tel: (01902)321172)

Dr P. J. Griffiths, Course leader  
(email: [p.j.griffiths@wlv.ac.uk](mailto:p.j.griffiths@wlv.ac.uk). Tel: (01902)321180)

Dr Ruth Shiner	Principal Lecturer in Physiology, Head of Department	(01902) 321124	<a href="mailto:R.A.Shiner@wlv.ac.uk">R.A.Shiner@wlv.ac.uk</a>
Dr Petula Nurse	Principal Lecturer in Biomedical Science, Student Manager	(01902) 321180	<a href="mailto:P.A.Nurse@wlv.ac.uk">P.A.Nurse@wlv.ac.uk</a>
Dr Gillian Condé	Senior Lecturer in Physiology	(01902) 321153	<a href="mailto:G.L.Conde@wlv.ac.uk">G.L.Conde@wlv.ac.uk</a>
Dr Paul Barrow	Senior Lecturer in Physiology	(01902) 322702	<a href="mailto:P.A.Barrow@wlv.ac.uk">P.A.Barrow@wlv.ac.uk</a>
Dr Peter Griffiths	Senior Lecturer in Anatomy & Developmental Physiology	(01902) 321172	<a href="mailto:P.J.Griffiths@wlv.ac.uk">P.J.Griffiths@wlv.ac.uk</a>
Dr Janine Fletcher	Senior Lecturer in Human & Clinical Physiology	(01902) 322183	<a href="mailto:J.X.Fletcher@wlv.ac.uk">J.X.Fletcher@wlv.ac.uk</a>
Dr Gillian Pearce	Senior Lecturer in Clinical Physiology & Anatomy	(01902) 321141	<a href="mailto:G.Pearce@wlv.ac.uk">G.Pearce@wlv.ac.uk</a>
Mr Tom Masters	Physiology Demonstrator	(01902) 321133	<a href="mailto:Tom.Masters@wlv.ac.uk">Tom.Masters@wlv.ac.uk</a>

### Student/Staff Liaison & Student Representatives:

The Course Team holds at least 2 meetings per year with student representatives. Elections of student representatives are organized early in the academic year and you should ensure that you know your currently elected representative. Student representatives raise issues for discussion at the Committee and other students should inform their representative about items they want included. The aim of these meetings is to identify both good practice and problems. We attempt to resolve the problems by deciding on what action to take and the outcomes are reported in the notes of the meeting, which are posted on notice boards. We can only help you with your problems if we know they exist. Use your representatives

These committees are the main avenue for you to influence the operation and development of the courses and you are therefore encouraged to participate as much as possible, either directly as a student elected member, or indirectly via your elected member.

If you have an academic or personal problem let us know as soon as possible. Your personal tutor has a vital role as they are familiar with the structure and regulations of the award and will advise

you. If in doubt, do not hesitate to consult your tutor, the course manager or the physiology subject group leader.

## Where to get help with your course

If you find that there is something you need to know, please check on [SAS Student Support Portal in WOLF](#) or contact the SAS Student Support Office in room MA104, Tel: 01902 322129 or Email: [sasstudentsupport@wlv.ac.uk](mailto:sasstudentsupport@wlv.ac.uk).

### Student Support

If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.



## **Employability & Your Personal Development Portfolio (PDP)**

### **What is 'Employability'?**

'Employability' is concerned with the development of skills aimed at enhancing your employment prospects throughout your time here at the University of Wolverhampton. Developing specialist subject and academic knowledge is important for employers but they also want to employ individuals who are able to:

- Communicate effectively,
- Work in a team and have good interpersonal skills.
- Solve problems
- Work on their own using their own initiative and are able to adapt to changing situations
- Be self-confident

### **How Will You Develop Your Employment Skills?**

At the School of Applied Sciences we aim to provide you with the opportunity to develop these through the modules you will be studying. The assessments you do for your modules are designed to help you develop Subject specific skills through the research you undertake for the assignments. In addition, they are also designed to help you develop other key skills such as your written communication skills. Where you have formal presentations, this will build your self-confidence in addition to helping you develop your skills of verbal communication. Working as part of a team will develop vital group-work skills. Attending your classes regularly will further ensure that you have the opportunity to develop other skills.

Throughout your time at the University, you will develop and be able to demonstrate a number of skills, some of which are listed below:

- Working as part of a group
- Demonstrating teamwork skills and leadership skills
- Effective communication
- Written (via reports etc.)
- Oral (through formal presentations)
- Problem-solving
- IT skills (which include use of basic packages for word processing, spreadsheets, use of email etc.)
- Time management – attending classes, handing in of assignments, planning study time

You may also be working part-time. The experience you gain within a work environment is a very worthwhile one and also helps you to develop transferable skills which are valued by employers.

## **Health & Safety issues**

### **Laboratory Safety**

In addition to the normal University guidelines about health, safety and behaviour, you will also need to be particularly vigilant in laboratories.

You must be particularly vigilant when working in the laboratory, or with specialised equipment, and follow all safety instructions issued to you by a member of staff. Any student who is deemed to be putting themselves or others at risk will be asked to leave the laboratory, with the consequent loss of study credits and possible resultant financial penalty.

Some students may be expected to attend off-site day visits as part of their Course. If so, you must follow the relevant safety codes and take responsibility for your own actions. Do not

take unnecessary risks which might endanger yourself or other people. If you have any condition or disability which may compromise your safety you must inform the visit leader and the School's Special Needs Tutor at the earliest opportunity.

## **Career opportunities**

- Employment opportunities exist in scientific, medical or related fields.
- Graduates may enter employment as technicians within their fields or may find employment in technical posts in veterinary and medical industry laboratories or as technicians in research laboratories.
- Sales and marketing.
- The degree programme will enable graduates to enter further education at postgraduate level to study for either a Masters degree or a Doctorate qualifications.
- They could work in the field of embryology.
- Opportunities would also be available in teaching.

## School Charter for Students

The University is a community of learning; each and every member, be they staff or students, have responsibilities to that community as well as to themselves. All students of the university have the right to study in an environment that promotes success. This means that no one should be distracted by the inconsiderate behaviour of others; for example by people who arrive late, or talk in lectures or the learning centre.

### In order to help you achieve your objectives with us, we will strive to provide:

- Effective impartial advice and guidance
- An effective introduction to the University, the School of Applied Sciences and your chosen course
- A welcoming environment with quiet places to study
- Appropriate resources including books and computing resources
- Qualified and professional tutors and staff
- Stimulating and well planned learning opportunities
- Well-defined and appropriate programmes of study
- Opportunities to plan and review progress with tutors and student support workers
- Access to learning support
- Access to confidential counselling and careers advice

### We will aim to ensure that

- Timely and appropriate feedback will be provided on assessments
- You have a personal tutor
- You can book an appointment with your tutor using the on-line booking system
- You will have access to the information you need to progress on your course e.g. each module you study will be accompanied by a module guide, similarly your award/pathway will have a guide or handbook

You will find information about all of the above in your Pathway Guide or Award Handbook, or from your tutor or from the web.

### The University expects and needs you to:

- Make regular use of the electronic systems provided for your use e.g. E-Mail, E-Vision, Wolf and the student appointments system If you do not make use of these resources you cannot perform well.
- Attend regularly and punctually, this means for example, that you should not enter a teaching room after the session has started or miss appointments you have made to see staff.
- Given in all your assessments on time (or they will not be marked)
- Show courtesy and respect to staff and other students, this means for example, that cell phones should be turned off in all teaching sessions.
- Ensure that you understand the requirements of your award/pathway
- Ensure that you are aware of the requirements of each module you are studying and are aware which sessions to attend and what the assessment procedures are
- Respect and abide by University Regulations, e.g. Equal Opportunities Policy, ID Cards, quiet areas.
- Bring all the personal equipment that you require to classes/workshops
- Show consideration to others by listening attentively and participating in class activities
- Keep your tutor informed if you have personal problems that affect your work; if these problems make it necessary to seek extensions, to do so before the deadline
- Identify for yourself what constitutes academic misconduct such as plagiarism and make every effort to avoid it. (See <http://www.wlv.ac.uk/polsregs> for definitions and help)
- Use the student support office (Room MA104) to get quick answers to your queries without hunting for a lecturer.
- Seek approval for and confirm any change of programme within the deadlines
- Inform the University when your address or other contact details change
- Follow Health and Safety guidelines in laboratory and fieldwork settings.
- Behave appropriately as an ambassador for the University when working off campus.

## **Academic Misconduct**

***The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. Academic misconduct, if not challenged, will ultimately devalue academic standards and honest effort on the part of students.***

### **Defining Academic Misconduct**

#### ***Cheating***

*Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release.*

This is not an exhaustive list and other common examples of cheating would include –

- Being in possession of “crib notes” during an examination
- Copying from the work of another student
- Prohibited communication during an examination
- Acts of plagiarism or collusion as defined below

#### ***Collusion***

*Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.*

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

#### ***Plagiarism***

*Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic school.*

The most common forms of plagiarism are –

- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal

*Students may go to great lengths to disguise the source reference they have been consulting in contributing to an assignment – without understanding that with proper referencing this is entirely acceptable.*

### **Support for Students**

The University, through its academic staff, will be both sympathetic and supportive in preventing plagiarism and other forms of academic misconduct.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct.

- Visit our study skills support website at [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills) See the section on tackling academic misconduct.
- Download the Students' Union guide to Avoiding Academic Misconduct ("Read, Write, Pass") - available from the same webpages.
- Book an appointment to see a study skills adviser - through the Learning Centres.
- Speak to your personal tutor or module leader.
- There is help available if you need it. The University caught and prosecuted 500 cases of Academic Misconduct last year - it is better to do the work than think you can get away with cheating - the penalties are severe...

### **Penalties**

Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. The severity of the penalty will vary according to the nature of the offence and the level of study. Penalties will range from failure of the assignment under investigation to a restriction of the award a student may ultimately achieve or a requirement to leave the University.

Full details about the University's policy on Academic Misconduct and regulations and procedures for the investigation of academic misconduct are available at our website: [www.wlv.ac.uk/polsregs](http://www.wlv.ac.uk/polsregs)