



Staffordshire
UNIVERSITY



SCIENCE FOUNDATION YEAR

STUDENT HANDBOOK
2011 - 2012

Contents	Page
The structure of this handbook	2
Part 1	
A Introduction & Welcome	3
B Interaction with the University	5
C Your Degree Choices	5
D Your Programme at Burton College	6
E Summary of your Foundation Year Commitment	6
F Student Support	7
G Attendance	8
H Assessment and Structure	9
I Handing in Work	10
J Assessment Schedules	11
K Your Time table	12
L General notices	14
Appendix – Study Skills Map	

THE STRUCTURE OF THIS HANDBOOK

This handbook contains a great deal of information: much more than you will need to take in at the start of your course! To make it more accessible, it has two parts.

Part 1 provides you with the key information that you will need during the Science Foundation Year (SFY), that is, the first year of your degree course which is held at Burton College.

Part 2 provides more detail especially relating to information you will need for Staffordshire University regulations.

We recommend that you keep the handbooks as reference material to use as and when you need specific information about your course.

However, it would be sensible to read Part 1 thoroughly and scan through Part 2 so that you are aware of Staffordshire University's expectations of you as a student.

It is essential that you check on examination and term dates.

SCIENCE FOUNDATION YEAR

A. INTRODUCTION & WELCOME

Welcome to the Science Foundation Year, which starts at Burton College.

Your time at College and University should be exciting and fun. You will have the opportunity to study those subjects that interest you most and access to a range of recreational resources. You will meet a wide variety of interesting people and will, in all likelihood, make lifelong friendships.

Clearly, studying at College and University is also hard work. Today you are embarking on a programme of study that will take a minimum of four years to complete. During this time, the staff whom you meet will provide you with help and support but ultimately it is your effort that counts. At present, four years may seem like a long time but it will seem to pass remarkably quickly. You need to make the most of it while it lasts, as this period will provide you with foundations on which to build your future.

Over the years, many students have progressed from the Science Foundation Year to continue their degree courses at Staffordshire University feeling confident and able to cope successfully with their chosen degree programme. Being determined and well-motivated, the Science Foundation Year students can look forward to a positive experience at the University. The University strongly encourages and supports degree entry through the Science Foundation Year route.

The time at Burton College will go very quickly. Over the next academic year you will encounter a great number of concepts and a large amount of factual knowledge; furthermore, you will have the opportunity to acquire a range of new practical skills. You will also be given plenty of opportunity to develop and practice your study skills. You may have encountered some of the content before, but don't worry if it all seems new to you. It is envisaged that much of the material will be unfamiliar to you and will provide you with the background knowledge you need to progress within the degree of your choice. Although it is desirable to build up a broad and detailed base of scientific knowledge during the Foundation Year, you will not be expected to retain every single fact covered in the course. You will be reassured to learn that you will go over some of the more demanding aspects of Science during the second year of your study programme.

Good Luck and enjoy your time at College and University

**Gaynor Jenks
Course Leader**

Contact details

Mrs Gaynor Jenks

Course Leader: Science Foundation Year at Burton College

E-mail: gaynor.jenks@burton-college.ac.uk

Postal address: Burton College, Lichfield Street, Burton on Trent, Staffordshire, DE14 3RL.

Dr Neil Alastair Lamont,

Science Foundation Year Link Tutor at Staffordshire University

Lecturer in Forensic Chemistry

Faculty of Sciences,

Postal Address: Staffordshire University, College Road, Stoke-on-Trent,

ST4 2DE, UK

Tel: 01782 294098

B. INTERACTION WITH THE UNIVERSITY.

It is important to realise that you are a Staffordshire University student from day 1!

Once you have enrolled on the Science Foundation Year you automatically become a member of both Burton College and Staffordshire University. You will be able to use the academic, social and sports facilities of both institutions.

It is normal practice during induction week for you to meet a representative from the University. This will be Dr. Neil Alastair Lamont who will conduct a short introduction and discussion on general aspects of the course, university life in general and the contents of the degrees on offer.

You will also be given the opportunity to visit departments within the Faculty of Sciences at the University and discuss your proposed course with subject specialists. This will be valuable to you at the end of Semester 2 when you will have a clearer picture of the direction you want to take in your degree programme.

During the Science Foundation Year, you will also have the opportunity to study up to one elective module, which is delivered at the University. Further details of this opportunity are given elsewhere in this handbook

C. Your Degree Choices

You will be enrolled on one of the following degrees (each of which is known as an award):

- B.Sc. (Hons) Biology with a Foundation Year
- B.Sc. (Hons) Forensic Science with a Foundation Year
- B.Sc. (Hons) Forensic Science & Criminology with a Foundation Year

Should you wish to do so and within certain limits, there is the possibility of changing your award. For more details about this, please see part 2.

D. YOUR PROGRAMME AT BURTON COLLEGE

The course is delivered in TWO semesters. Each semester will consist of 12 weeks of formal teaching.

There will be an additional 4 weeks built into your year programme which will allow for revision, end of semester tests, marking and moderation and Assessment/Award Board Meetings.

The Science Foundation Year has a modular structure. The course is made up of compulsory and option modules.

Compulsory modules	Option modules
Mathematics and data handling	Biology
	Chemistry
	Forensic Science
	Psychology

You will select three modules from the option list. Your choice will depend upon your degree programme and your tutor will advise you about restrictions in your choice.

Information on the *allowed* combinations of Specific Option modules is given in Section H of this handbook.

Your teaching week at Burton College will include classes, laboratory sessions, workshops and tutorials. The emphasis throughout the Science Foundation Year will be on basic concepts and competencies. During the first Semester you will lay down foundations in each of the subjects. Basic knowledge and manipulative skills will be taught through lectures, practicals and problem solving sessions. The practicals and problem solving activities allow for student centred activity. The second semester will allow you to consolidate and apply your knowledge. The programme is intended to lead you to an active learning process. In Semester 2 there will be more student centred work. You will be given plenty of opportunity to discuss fundamental concepts and project your own ideas.

E. SUMMARY OF YOUR FOUNDATION YEAR COMMITMENT

Within the *teaching* year, you will normally be in class for a minimum of 14 hours per week, in addition to this there is a one-hour tutorial slot in the timetable that you will need to attend. During this year you must ensure that you are available to take the examinations (including resits, should this be required).

As a rough guide, during the teaching year, you should be expect to spend roughly 40 hours per week on your studies (including time in class and private study [including work on assignments] outside classes). Note that for some of the assignments that you will be given, you will be expected to meet with other members of your class outside the timetabled teaching week. You will also need to set aside time for revision prior to your examinations.

Space has been made in your timetable for you to be available on Thursday afternoons to attend classes at the University. We hope that this will enable you to get a flavour of life at the University and it will also allow you to take level 1 elective module a year early which will lighten your workload during your first year at Staffordshire University. The elective module available to you under this scheme is:

- SHS82102-1 Crime Scene Documentation

If you wish to take advantage of this opportunity, you will have to enrol for the elective module(s) of your choice during your induction period at Stafford College. We will liaise with Dr. Neil Alastair Lamont, the Science Foundation Year Link Tutor at Staffordshire University, to organise the enrolment.

F. STUDENT SUPPORT

Course Tutor and Personal Tutor: Mrs Gaynor Jenks who is the Course Leader of the Science Foundation Year at Burton College. She will follow your progress, offer support and guidance and also help with any day to day problems.

The **Student Services** will also be happy to advise you on problems of a personal or financial nature such as:

- Course Transfer Procedures
- Personal Counselling
- Childcare Provision
- Student Activities
- College transport
- Careers

Full services offered by student Services can be found on the board outside reception. In addition details of the student services offered by Staffordshire University during the science foundation year, can be found in the Staffordshire University Regional Federation (SURF) handbook.

COMPLIMENTS AND COMPLAINTS – POLICY AND PROCEDURES

Compliments and Complaints should be used positively to improve the service we deliver to students. Procedures should be open, simple and aim to deal with the complaint as near to its source as possible.

The object of the compliments and complaints system is to provide a framework for dealing with comments simply, efficiently and confidentially and to recognise that staff at the College are accountable and responsible for the provision we offer at all levels of the organisation.

Complainants may or may not be satisfied with the outcome of their complaint but the system should be seen to be impartial, efficient and fair.

COMPLIMENTS

Any compliments received by managers or other staff should be passed on to the individual who is the subject of the compliment and the Principal's PA who will ensure that these are logged appropriately. Managers should seek to use compliments to motivate staff and, where appropriate, publicise issues raised.

COMPLAINTS HANDLING PROCEDURE

It is the aim of the College to resolve complaints as quickly as possible and as near to the possible source of the complaint. **Many complaints require little or no investigation and can be dealt with immediately by the appropriate member of staff.** If it becomes apparent that the complaint requires investigation and considered action then it should be referred to the Complaints Procedure.

Such complaints may be received through a variety of media. However, the complaints should be logged in one of two locations:

- ***The Principal's office***
- ***Student Services***

and should be recorded on the Complaints Form (C1). Student Services will send a copy of the completed C1 form on the same day to the Principal's PA who will manage a centralised database of all complaints and will send a letter of acknowledgement **within 5 working days** of receipt of the complaint.

A copy of the Complaints Form will then be sent to the relevant College manager by the Principal's PA.

The line manager will respond to the complaint with a copy sent to the Principal **within 10 working days** of receipt of the complaint. The entire timeframe from receipt of complaint to postage of the final written response will therefore **not exceed 15 working days**.

The investigating manager should also indicate whether the complaint was **justified** or **not justified**. Where complaints are justified the line manager should indicate in writing what action has been taken to avoid reoccurrence of similar complaints. Decisions on whether a complaint is justified or not will be monitored by the Quality Manager.

APPEALS

If individuals are unhappy with the way a complaint was handled they can write to the Principal. This should be done within 10 days of receipt of the College's official response to the complaint.

The Principal will review the complaint and will respond within 20 working days.

Appeals should be sent to: The Principal
Burton College
Lichfield Street
Staffordshire
DE14 3RL

In addition to this process Staffordshire University closely observes student complaints at its partner institutes. Details of any student complaints at partner institutions should be copied to the Dean of Students and Academic Registrar at Staffordshire University, who should also receive a copy of the report of the findings following the investigation of such complaints.

THE TEACHING TEAM AND WHERE TO FIND US:

	Tutor	Room	Phone Number Ext	Email
Course Tutor	Gaynor Jenks	420b	4739	Gaynor.jenks@burton-college.ac.uk
Biology	Robin Caton Lucy Hurren	420a	4724	Robin.caton@burton-college.ac.uk Lucy.hurren@burton-college.ac.uk
Chemistry	Nigel Finch	420a	4724	Nigel.finch@burton-college.ac.uk
Forensic science (Chemistry)	Paul Smithard	420a	4724	Paul.smithard@burton-college.ac.uk
Forensic science (Chemistry)	Paul Smithard	420a	4724	Paul.smithard@burton-college.ac.uk
Psychology	Anne Feist	420b	4740	Anne.feist@burton-college.ac.uk
Mathematic and Data Handling	Gaynor Jenks	420b	4739	Gaynor.jenks@burton-college.ac.uk
Study Support	Gaynor Jenks	420b	4739	Gaynor.jenks@burton-college.ac.uk

In addition you will have the support of Dr. Neil Alastair Lamont who is the Science Foundation Year link tutor at Staffordshire University whose contact details are given at the end of Section A.

For details of sources of advice, counselling, information and healthcare, see Part 2 of this handbook.

G. ATTENDANCE

This is crucial to a successful outcome in the Science Foundation Year. We expect 100% attendance. Attendances are recorded for each class session. If you are absent we expect you to keep the Faculty Clerk and your Course Tutor fully informed and let the tutor know when you expect to return to College.

The following are considered to be reasonable causes of absence:

- Illness (this will need to be substantiated by a Medical note if you are absent for more than 5 days).
- Death of a close relative during the course
- Medical treatment

We ask you to arrange holidays within the Burton College holiday periods.

You must ensure that you are available during the resit periods.

You are also subject to the University's rules on absence from classes while on the Science Foundation Year. The University's General Regulations state that: "If you are absent from a module(s) or programme of study **on four consecutive occasions in a semester**, including lectures, tutorials, seminars and laboratory based classes for reasons other than personal illness ...**you may be deemed to have withdrawn from the module(s) or programme of study and your registration on that module(s) or programme of studies cancelled.**"

To avoid any of the many problems that are associated with absence from classes, it is best to attend 100% of the time expected of you!

H. ASSESSMENT

Your programme of study is broken down into modules

The Science Foundation Year Structure

Teaching Block 1	Maths and Data Handling 1 (15 Credits) Core module	Specific Option (15 Credits)	Specific Option (15 Credits)	Specific Option (15 Credits)	Optional Level 4 module (15 credits)
Teaching Block 2	Maths and Data Handling 2 (15 Credits) Core module	Specific Option (15 Credits)	Specific Option (15 Credits)	Specific Option (15 Credits)	

Specific Options in the Science Foundation Year

Note that you must take both of the modules within any Specific Option Group that you select.

Specific Option Group*	Restrictions**
Biology 1 and Biology 2	Mandatory for Biology, Forensic Science students and those students on the Forensic Science and Criminology award.
Chemistry 1 and Chemistry 2	Mandatory for Biology, Forensic Science students and those students on the Forensic Science and Criminology award.
Forensic Science 1 and Forensic Science 2	Not mandatory for any students. Recommended for those students on the Forensic Science award.
Psychology 1 and Psychology 2	Mandatory for those students on the Forensic Science and Criminology award.

To progress beyond the Science Foundation Year, you should endeavour to pass **all** your modules for **both** semesters one and two. However if you do not satisfy the assessment criteria for a module, or fail to submit any assessment for a module you will be awarded a **fail grade** (Grade Points 3 to 0).

The credits for all modules, including failed modules, must be obtained in order for you to complete the SFY this may be done in one of a number of ways described in both part 2 section 5 of this document and the Academic Award Regulations available at (http://www.staffs.ac.uk/images/ugrad_mod_fram_tcm68-12695.pdf).

It is important that you attempt ALL assessments for all your modules. The Faculty of Sciences does not allow any module to be passed or compensated if an assessment in that module has not been attempted. You should ensure that the appropriate coursework is submitted on time and required timed assessments (including exams, class-tests, presentations, vivas) are attended.

The University has changed its regulations to minimise the number of students who do not complete modules. ***Now, your right to a second (referral) attempt at a failed assessment(s) will be conditional on whether you have or have not made a first attempt (unless a successful claim for extenuating circumstances has been made) at the assessment(s).*** The award board will have the discretion to NOT offer a referral for any assessments not attempted.

What does that mean? It means that in most cases, unless a successful claim for extenuation is made, students who have not attempted assessments, at the discretion of the award board . . .

. . . may not be allowed a referral for the module,

. . . so fail the module

. . . and if a core module, fail the award!

Attempting all assessments is therefore ESSENTIAL.

DO NOT think it is better to ignore some modules and concentrate your efforts on other modules.

This re-enforces the fact that it is always better to submit a half-finished assignment than not submit anything or attempt an examination you are not confident about than not attend – you may gain sufficient marks to pass the module or at least allow the possibility for compensation between modules (if allowed by your award).

If there are **extenuating circumstances** that prevent you from submitting / attending assessments then **ensure you gather evidence to support an extenuating claim**. Again, submitting a draft assignment by the required deadline is better than nothing and if the extenuation claim is successful a further assessment opportunity can always be offered.

If you are unable to attend a timed-assessment then you should **inform the Faculty Office at the earliest opportunity** and then if appropriate make an extenuation claim.

So there are 5 clear pieces of advice:

- 1) Attempt all assessments
- 2) It is better to submit something on time than nothing (DO NOT think 'it is better to submit the finished assignment late')
- 3) It is better to attend a 'timed assessment' than not attend
- 4) Let the Faculty Office know immediately if you do miss a timed assessment
- 5) If extenuating circumstances apply get evidence and make a claim

In total, the modules of Semester One will contain the same volume of work as those of Semester Two and therefore semester One and Two will carry the same weighting.

Most of the Science Foundation Year modules will be assessed in the following manner:

50% End of Semester Examination

50% Coursework, of this 15% towards the module is originates from one of two study skills portfolios.

A formative mid semester class test is also conducted in order to prepare students for the summative examination and to provide constructive feedback.

Your individual Lecturers will give you further information regarding the Coursework elements of each particular subject, which, where appropriate, will include practical work. After both your Semester One and Two examinations a meeting of the Award Board will be convened. Following this meeting, students will be notified regarding their overall performance in each module, using the 15 point scale that is described in the University's assessment regulations that can be accessed via the University's home web page (www.staffs.ac.uk). This scale will be explained to you during induction.

The results always have to be approved by the University before they can be released to you. For details of the assessment regulations of the Science Foundation Year and the roles and composition of the Science Foundation Year Assessment and Award Boards, please see Part 2 of this handbook.

Assessment Criteria information can be found in the programme specification

I. SUBMISSION OF WORK

Any item of work to be submitted solely for formative assessment should be handed in accordance with the instructions of the lecturer who set the work (the meaning of the term "formative assessment" is explained in Part 2 of this handbook). Summative assessment must be submitted in accordance with the dates provided on your assessment schedule.

All work should be submitted to reception and you must obtain a receipt as evidence

DEADLINES

It is important to realise that if you do not submit work by the deadline set you will not normally receive **any** marks for the work. Clearly, missing a deadline can have very serious implications. It can make it very difficult, or even impossible, to pass the module concerned. If you believe there are extenuating circumstances for missing, late or poor quality work during the Foundation Year you must consult your tutor immediately.

ACADEMIC MISCONDUCT (including Plagiarism)

As you would expect, the university has strict rules on matters of academic conduct. A key principle that underpins these is that you must not appear to claim the credit for someone else's work. With this in mind, in each piece of coursework that you submit for summative assessment, it is necessary for you to cite all of the sources of information that you have used and to do so using a recognised referencing system.

There are important expectations with regard to the passages of text that you submit as part of coursework. Unless textual material appears in quotation marks, with the source properly referenced, all of what you write must be in your own words (you still need to cite your sources). Copying text from any source and then changing a few words is not sufficient to qualify as work that is yours. Also, you should keep the number and length of quoted passages of text to the absolute minimum. This is because you will gain marks by showing understanding and original thought, not by demonstrating the ability to quote from others.

You are encouraged to study with people on your course so that you can help each other learn. However, you must not include the work of your classmates in the work that you submit for summative assessment. The only exception to this is when you are asked to work as part of a group and that group is expected to submit a single report. In such cases, you must make it clear in that report exactly what the contribution of each of the group members has been.

Guidance on how to cite references is available from:

<http://www.staffs.ac.uk/uniservices/infoservices/library/find/references/index.php>.

It is your responsibility to be familiar with the academic regulations of the University. These are available from

http://www.staffs.ac.uk/about_us/publications/policies_and_regulations/academic.jsp.

For any given piece of work that is to be summatively assessed, if you have any doubt about what may constitute academic misconduct, seek the advice of the tutor who set the work.

Keeping a copy of the work that you submit

It is each student's responsibility to keep a copy of any coursework that he or she submits for summative assessment. You are expected to keep this copy at least until the marked work has been returned to you.

Work submitted late will not be marked, unless extenuating circumstances have been upheld at the university.

Definitive information about deadlines and their importance is given in Part 2 of this handbook.

J. ASSESSMENT SCHEDULES:

Schedules will be given by individual subject tutors at the beginning of the first semester this information will help you as the year progresses.

K.

TIMETABLE: Semester 1 and 2 Forensic Science Option

	9-10.00	10-11.00	11.15-12.15	12.15-1.15	1.15-2.15	2.15-3.15	3.15-4.15
Mon							
Tues	FORENSIC SCIENCE (BIOLOGY)		STUDY SKILLS		LUNCH	BIOLOGY	
Wed	BIOLOGY		MATHEMATICS AND DATA HANDLING		LUNCH	CHEMISTRY	
Thurs	STUDY SKILLS IT TUTORIAL		CHEMISTRY		OPTIONAL UNITS AT STAFFORDSHIRE UNIVERSITY		
Fri	MATHEMATICS AND DATA HANDLING		FORENSIC SCIENCE (CHEMISTRY)				

This timetable is provisional and is provided to give an indication of the hours of study

TIMETABLE: Semester 1 and 2 Psychology Option

	9-10.00	10-11.00	11.15-12.15	12.15-1.15	1.15-2.15	2.15-3.15	3.15-4.15
Mon							
Tues	PSYCHOLOGY		STUDY SKILLS		LUNCH	BIOLOGY	
Wed	BIOLOGY		MATHEMATICS AND DATA HANDLING		LUNCH	CHEMISTRY	
Thurs	STUDY SKILLS IT TUTORIAL		CHEMISTRY		OPTIONAL UNITS AT STAFFORDSHIRE UNIVERSITY		
Fri	MATHEMATICS AND DATA HANDLING		PSYCHOLOGY				

This timetable is provisional and is provided to give an indication of the hours of study

L. General Notices

Tutors will tell you where notices will be posted for your award and for the modules you are taking. You will also, often receive messages from tutors and the University Faculty Office via your student e-mail accounts and even if you generally use a different e-mail account you should check your student accounts frequently. This is the one which tutors will use to contact individual students, or teaching groups.

IT IS ESSENTIAL THAT YOU CHECK NOTICEBOARDS AND YOUR STUDENT E-MAIL ACCOUNTS REGULARLY (Please note that you will be provided with e-mail accounts for both your SFY college and Staffordshire University, both of these must be checked regularly)

Appendix 1

Study Skills Map

Given below is a table which indicates how the study skills outcomes may be met by all students. The table lists activities that are specific to each subject area within the Science Foundation Year, these when considered in combination enable the students to meet all of the study skills outcomes. Of the subject areas listed, only mathematics and data handling is core to all awards. Consequently the embedding of study skills was conducted to ensure that each student would be able to meet all of the study skills outcomes (1-7), irrespective of the specific option combination that he or she chooses to study.

Please note that there is provision for students to be tested in the mathematics and data handling learning outcomes for each of the two mathematics and data handling modules at the outset of the modules concerned. This termed, combined grouping 1, assesses all the module learning outcomes with the exception of study skills. If successful this contributes towards 84% of the marks available for the module, and the successful students will not need to attend subsequent classes. The student will still however need to undertake study skills in that area.

The Study Skills element of the modules will be wholly assessed by submission of coursework portfolios, the first completed during teaching block one and the second during teaching block two. The portfolio for teaching block one contributing to all the modules delivered during that same period, with the same occurring for the portfolio for teaching block two. The nature of the coursework will be to develop study skills, such as report writing, essay writing, oral presentation, problem solving, use of IT, teamwork and information retrieval. A tutor will monitor and coordinate study skills provision across the modules, thereby ensuring that each student has the opportunity to attain and be assessed in each of the study skills learning outcomes. By the end of each semester, each student's overall performance across all 7 of the study skills outcomes will have been assessed. The mark attained will then contribute to 16% of the available marks for the module weighting.

Table A Study Skills Mapping					
Study Skills Learning Outcomes	Examples of Pedagogic Activities in Each Subject Area that Deliver Study Skills				
	Biology	Chemistry	Maths and data handling	Forensic Science	Psychology
1 Think critically and examine practical problems from the scientific perspective	Microscopy use, enzyme investigations, DNA technology	Chemistry practical: Planning Identification of types of bonding from properties.	Practical scientific results used in a number of calculations	Microscopy practicals Hair and fibre analysis	Addressed in the examination of major perspectives and methods
2 Collect, interpret and report results in a variety of media	Biological investigations: enzyme activity, chromatography, water potential, cell investigations, DNA & electrophoresis	All Chem Pracs: e.g Electrochemical cells, Titration exercise, bonding types practical	Various results sets are given during the math's unit to be interpreted and processed for presentation	Various practical activities e.g. Chromatography	This will be shown in presentations, essays and tests
3 Work individually and as a team member in the solving of problems	Practical investigations such as water potential, enzyme activity, DNA technology & genetic crosses	Individual titration exercise, Group bonding types practical	Classwork exercises as groupwork or individuals working	Classwork and practical s	Students will be expected to undertake work in groups to produce presentations and handouts
4 Show a basic working ability with a range of PC and IT based software	Report writing, use of excel for spreadsheets and charts, internet research	Word processed practical reports, these include all aspects of formatting required by study skills	Sem 2 Correlation and Regression Assignment	Document and correctly orientate photographs required at a crime scene	This will be addressed in the use of powerpoint for presentations, word processing assignments
5 Display a basic understanding of the fundamental basis of scientific endeavour	Uses of biological molecules, enzyme technology, DNA technology	All lessons will be tailored to provide and build an interest and involvement in science and scientific issues.	Learners gain an understanding as to why maths is important within science	Cellular composition of blood DNA sequencing	This will be shown in the essays and discussion about the various perspectives
6 Undertake self appraisal of learning achievements and understand the need for and the value of awareness and a degree of responsibility for their own learning	Tutorials, assignments, tests, use of private study.	Will be built up during the course as a whole. Evaluation will be built into all practicals to make this achievable	Revision Sheets with answers	This will be addressed in revision for exams, feedback from tests, assignment work	This will be addressed in revision for exams, feedback from tests, assignment work
7 Display familiarity and competence in the use of basic study skills	Tutorials and evidence of private study activities.	Study skills are apparent all through the chem unit, each student will show a different level of competence	Tutorials	This will be addressed throughout	This will be addressed throughout

Recommended structures in the SFY**BSc(Hons) Biology with a Foundation Year,**

Teaching Block 1	Maths and Data Handling 1 (15 Credits) Core module	Biology 1 (15 Credits) Core module	Chemistry 1 (15 Credits) Core module	Specific Option (15 Credits)	Optional Level 4 module (15 credits)
Teaching Block 2	Maths and Data Handling 2 (15 Credits) Core module	Biology 2 (15 Credits) Core module	Chemistry 2 (15 Credits) Core module	Specific Option (15 Credits)	

BSc(Hons) Forensic Science with a Foundation Year,

Teaching Block 1	Maths and Data Handling 1 (15 Credits) Core module	Biology 1 (15 Credits) Core module	Chemistry 1 (15 Credits) Core module	Forensic Science 1 (15 Credits) Recommended	Optional Level 4 module (15 credits)
Teaching Block 2	Maths and Data Handling 2 (15 Credits) Core module	Biology 2 (15 Credits) Core module	Chemistry 2 (15 Credits) Core module	Forensic Science 2 (15 Credits) Recommended	

BSc(Hons) Forensic Science and Criminology with a Foundation Year

Teaching Block 1	Maths and Data Handling 1 (15 Credits) Core module	Biology 1 (15 Credits) Core module	Chemistry 1 (15 Credits) Core module	Psychology 1 (15 Credits) Core module	Optional Level 4 module (15 credits)
Teaching Block 2	Maths and Data Handling 2 (15 Credits) Core module	Biology 2 (15 Credits) Core module	Chemistry 2 (15 Credits) Core module	Psychology 2 (15 Credits) Core module	

