

Faculty of Computing,
Engineering and Technology

Student Handbook 2006/7

Computing Foundation Degree Scheme

September 2006

How to use this handbook

This handbook explains the background, structure, content and operation of the modular undergraduate programme of study for the Computing Foundation Degree awards. It is essential that you read this handbook fully before you commence your award and continue to use it for reference during your studies.

You should also read the following:

- University Student Handbook
- Award Management and Regulations

available on the University Web Site

<http://www.staffs.ac.uk>

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INTRODUCTION


Welcome to the Faculty of Computing, Engineering and Technology

It is my pleasure to welcome you as a student to the Faculty of Computing, Engineering and Technology at Staffordshire University and the Staffordshire University Regional Federation (S.U.R.F.). You are joining a multidisciplinary community of more than 3,000 students and over 200 staff, involved in education, research and practice in all areas of computing, engineering and technology. The Faculty of Computing, Engineering and Technology is recognised nationally for its dynamic and innovative provision of education for computer scientists, engineers and technologists who create and sustain technological products and services for wealth creation and improved quality of life. Our aim is to produce the innovators of the future. We want you to be one of them.

I hope that you will find your time with us enjoyable and successful. An education in any area is a challenging prospect, but developing your creativity, skills and resourcefulness in such rapidly developing disciplines as Computing and Business Information Technology has particular benefits, whether you are interested in a future career in the Computing Industry or elsewhere.

We are committed to creating a productive, efficient and friendly atmosphere in which your studies can take place. If you should experience any problems, someone will be on hand to help you.

So work hard, play hard and enjoy your time with us.



Dr David Emery
Computing Foundation Degree Scheme Director

The purpose of this handbook

This document provides information on the following awards:

Foundation Degree in Computing,
Foundation Degree in Business Information

Because these awards are offered on a number of different sites and in part-time and full-time modes, it is essential that all the students on a particular award enjoy an equivalent learning experience, even though the learning environment and some specific resources may differ between the sites. Hence, this document provides the one (and only) definition of the Scheme and its individual programmes of study, no matter where it is run or in what mode of study.

Having a single unitary scheme has other benefits as well. It makes it easier for everyone concerned to understand and it simplifies the overall administration. It also means that if your circumstances change then you can easily change your place and your mode of study.

This handbook may have changes made to it during the lifetime of the Scheme. For this reason, and to ensure easy access, it is available to all students and staff via the Faculty website. The version of the handbook you will find there is the most up-to-date version. The Programme Specification Document for this scheme is also available via this website.

THE PROGRAMME

Overview

The programme is designed to provide the opportunity for those in suitable full-time employment to obtain a Foundation Degree by three years' part-time study. It also provides a two year full-time route to a Foundation Degree including a six month placement. As well as giving access to further professional development, this programme will also provides a route to an honours degree via a six month bridging course. Thus once you have a Foundation Degree in Computing you may progress, via a bridge, to the final year of the following:

BSc (Hons) Computing Science

BSc (Hons) Computing and Information Systems

BSc (Hons) Computing and Multimedia Systems

And if you have a Foundation Degree in Business Information Technology you may progress, via a bridge, to:

BSc (Hons) Information Systems

BSc (Hons) Business Information Technology

BSc (Hons) Computing and Information Systems

BSc (Hons) Computing and Multimedia Systems

BSc (Hons) Information Systems and Internet Commerce

Refer to Appendix A for further information regarding bridging arrangements.

It is important to realize that, whilst you may choose to progress to an honours degree, a Foundation Degree is a valuable and worthwhile qualification in its own right.

The Scheme has been designed to equip you with the knowledge, understanding and transferable skills required for success in your current and future employment. These transferable skills will enable you to meet changing circumstances, whether these arise from a shift in your sphere of employment, promotion to supervisory or management roles or from general changes in computing

practices and the information technology environment.

This Scheme has also been developed to meet the needs of employers who are either large-scale users of computing technology or who deliver one or more of the major computing services.

The programme will build upon your work experience and will require the active involvement of the employer. Thus it will provide a means for employers to secure the benefits of staff development in partnership with the Faculty.

Specifically the programme aims to provide:

1. A nationally recognised qualification building upon your employment experience.
2. A qualification which can be tailored to your individual needs and those of your employer.
3. A focus on practical scholarship and skills.
4. A broad foundation in the technical and academic aspects of Computing through a common core of study.
5. A flexible framework of study for students from a wide range of backgrounds working in both part-time and full-time modes.
6. The opportunity for you to progress to further study in Computing following the Foundation Degree.
7. The development of transferable skills in teamwork, research, verbal and written communication and personal organisation.
8. The development of technical skills in Computing and related areas of study.
9. The opportunity for the Faculty to develop partnerships with employers.
10. The opportunity for you to take examinations leading to the industry-recognised CISCO Certified Network Associate (CCNA) qualification (see Appendix B for further details).

Modes of Study available

Foundation degrees may be studied in either part-time or full-time modes. The part-time mode normally takes three years to complete and is offered at SURF partner colleges. The full-time mode normally takes two years to complete and is offered at the University and some SURF partner colleges. The maximum overall registration period in either full or part-time mode is six years and the maximum registration period for any one level is four years.

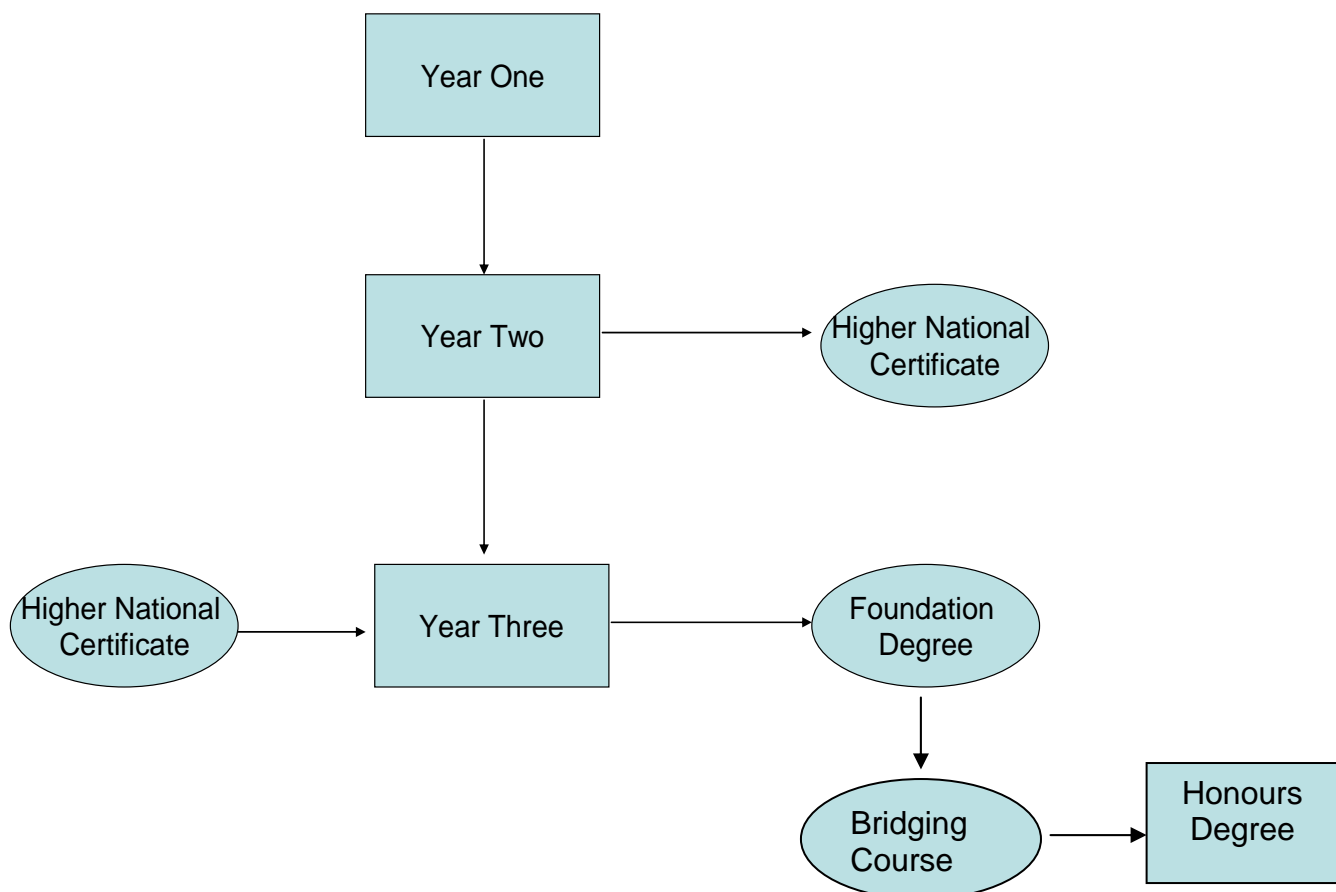
Accumulation of Credits

A foundation degree is a modular award which is gained by the accumulation of credits. Each

module attracts a number of credits which is a multiple of 15 and the total number of credits required for a foundation degree is 240. These 240 credits comprise 120 credits at certificate level (made up of 105 specific credits and 15 general credits) and 120 credits at intermediate level (made up of 105 specific credits and 15 general credits). Part-time students study 75 credits' worth of modules in the first and second years and 90 credits' worth of modules in the third year.

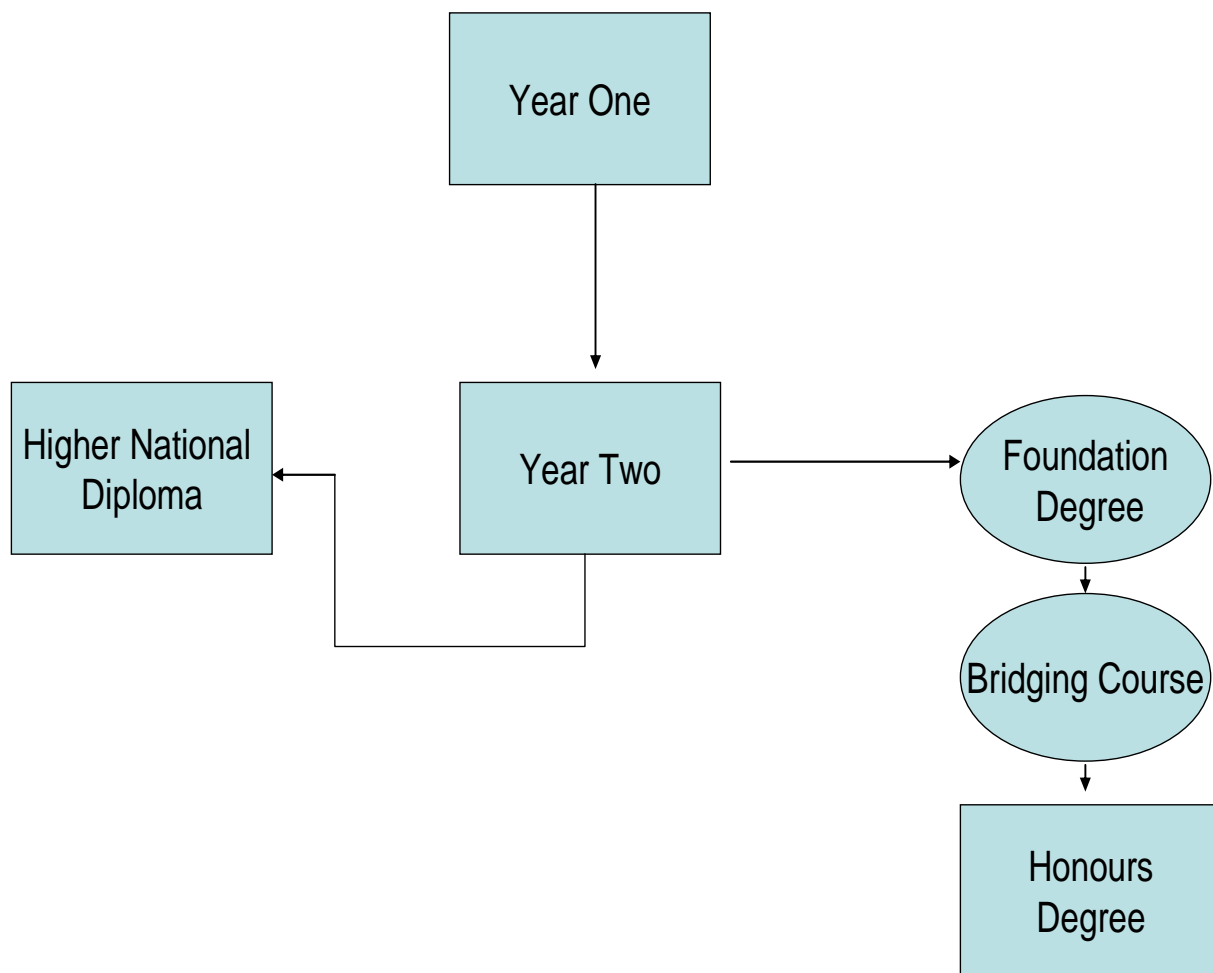
You may be eligible for the award of an Higher National Certificate if you wish to leave after having completed 120 credits at level C and 30 credits at level I, but that it will be necessary to register with EDEXCEL in order to be considered for this intermediate award. Furthermore, students possessing a suitable Higher National Certificate will be able to enter directly the final year of a part-time foundation degree. The following diagram illustrates these points:

Part-time route



Full-time students study 120 credits' worth of modules in both years and are required to complete a six-month placement during the second teaching block of their second year. If they are unable to secure a suitable placement then they can, at this point, switch to a Higher National Diploma, but this will involve registration with EDEXCEL. The following diagram illustrates these points.

Full-time route



The Foundation Degree in Computing

The Foundation Degree in Computing focuses on the knowledge and skills required for the development and support of computer-based information systems within a wide spectrum of application areas. The emphasis on this award is to provide as broad an experience of computing as possible. This involves examining a wide variety of computing applications including how they are used and what specific technical requirements they demand. The award is suitable for the student who wishes to pursue a career as an applications professional or consultant dealing with computer users. Specifically, this award provides a sound basis for a career in software production, hardware maintenance and systems development.

Foundation Degree in Business Information Technology

The Foundation Degree in Business Information Technology addresses the need for people and technology to work in harmony and exposes the student to factors such as business and management practices and economic factors of systems design. The award equips the student with the knowledge and skills to combine aspects of management and business with aspects of Information Technology. The information technology content of the course provides fundamental knowledge of the relevant aspects of computing. On completion of this award, the student will be able to apply her/his skills in an innovative way ensuring that appropriate technological solutions are identified and introduced effectively. Specifically this award provides a sound basis for a career in Business Information Technology Consultancy and Information Technology Management.

CRITERIA FOR ADMISSION TO THE PROGRAMME

The normal admissions requirements to enter the scheme are 100 points with 80 points from at least one Advanced GCE/VCE. 20 points may come from Key Skills, AS and other units. Students studying Advanced Modern Apprenticeship qualifications will be considered. All applicants need GCSE minimum grade C mathematics or a recognized equivalent (e.g. 4 x OCN level 2 units, OCR Numeracy, etc.) Part-time students must be in suitable full-time employment.

You are advised to see the Staffordshire University Undergraduate Prospectus for further details.

General details of Staffordshire University's standard admission requirements are available at <http://www.staffs.ac.uk/courses/undergrad/requirements/index.php> and also from the Faculty Recruitment Centre

CURRICULUM

Overview

During the course of your studies, you will develop a range of skills, both subject based intellectual skills and transferable skills.

The transferable skills that will be developed are outlined in the University Statement “Graduate Profile of Skills and Personal Characteristics”.

Personal Development Planning (PDP)

The University is committed to introducing personal development planning to all awards from September 2005. This is an important area covered by the wider reaching Employability Policy, which aims to improve the employment potential of each student.

QAA has outlined a set of minimum expectations in terms of the provision of PDP opportunities for HE students. The way in which each award aims to meet these is shown in a table below.

The Employability Policy contains a set of key PDP elements in which all students on an award should have the opportunity to engage in. The way in which these PDP elements are included in the various awards is shown in a table below.

The University employability policy has statements outlining five aims. The way in which these aims are met by the various awards is shown in a table below.

It is the responsibility of the college award managers working with the University PDP and Employability co-ordinator at the university to ensure that the college has a PDP policy which is approved by the scheme manager at the University. It is a requirement that each colleges should ensure its policy is made available to all foundation degree students there.

QAA Minimum Expectations

QAA Minimum Expectations	Where/How does this occur?
<p>1. At the start of the programme, students will be introduced to the opportunities for PDP.</p>	<p>Students have a talk specifically on PDP delivered by the programme PDP co-ordinator (Susan Bailey). This will include an introduction to “my portfolio”. Students will be given logins and passwords to the system along with a tutorial guide to help them to learn to use it.</p>
<p>2. Students will be provided with opportunities for PDP at each stage of their programme.</p>	<p>Level 1</p> <p>The modules <u>Ce00549-1</u> Analysis, Modelling And Communication Skills <u>Ce00551-1</u> Project And Data Management Software) are designed to develop and assess transferable skills, to set other modules in context and to make students aware of legal, moral and professional issues within the computing field.</p> <p>These modules will be delivered to small tutorial groups (maximum of 10 students to one tutor) on a weekly basis. The tutor for these modules will also be the personal tutor for the students involved. Students will develop a portfolio of work which will include a Curriculum Vitae and presentation.</p> <p>For weeks 1 and 6 of each semester, instead of the usual tutorial, students will have a 15 minute 1:1 session with their tutor during which PDP will be discussed.</p> <p>Students will be introduced to the “my portfolio” system and will be encouraged to use it and add to it throughout the year.</p> <p>Level 2</p> <p>There are two project modules – one in each semester where the students are required to work on a project enabling them to develop and demonstrate their academic and transferable skills. Each week, each student will have a 15 minute session with their tutor who will guide the project and discuss PDP. The tutor for the project will also be the personal tutor for the students involved.</p> <p>The students will undertake a six-month placement in their second year during which they will complete a work-based double module, Foundation Portfolio. This will require the students to collect, select and catalogue evidence from training and work-experience; to evaluate and critically reflect upon this evidence and to communicate their conclusions in a succinctly written report.</p> <p>Each student will, with the help of their line manager, identify a work-based Mentor whose primary function will be to assist the student in those aspects of the learning process that are situated within the work context. Mentors will receive induction in their roles and will be supported by a Mentor Handbook.</p> <p>The work-based learning will be underpinned by the Faculty’s Work-based Learning Agreement between the Mentor/Employer, the Student and the Module Tutor. These Learning Agreements define clearly the outcomes of the workplace learning and the rights and responsibilities of all the parties involved.</p>
<p>3. The rationale for PDP at different stages of a programme will be explained for the benefit of students.</p>	<p>At the start of the each year, there is an induction week, which includes a talk, which will specifically cover Personal Development Planning and will introduce the related personal tutoring system and the mechanism for recording personal development plans.</p> <p>This will be followed in week six with an “induction update session” This is an opportunity for the PDP co-ordinator to reiterate the ideas behind Personal Development Planning and coincides with the first week of PDP tutorial sessions given as part of the Computing and Technology in society module.</p> <p>Towards the end of the year (usually week 20) there will be a “progression session” covering route/award choices for year 1 students and career/continuation options from year 2 onwards. This session will be led by the award team which includes the PDP co-ordinator.</p>

Key Elements of PDP

Key element in PDP Policy (Section 4.2)	Where embedded (E.g. Personal tutoring, modules a and b at levels x and y)	Assessed/ Non-assessed (please explain)
<p>1. Skills audit</p> <p>a) <i>Subject-specific/professional</i></p>	<p>Level 1 <u>Ce00549-1</u> Analysis, Modelling And Communication Skills <u>Ce00551-1</u> Project And Data Management Software Level 2 CE00372-2 Project (Planning, Research, Analysis and Design) CE00368-2 Project (Implementation and Testing) <i>The tutor for the modules will also be the personal tutor for those students.</i> CE00322-2 Foundation Portfolio</p>	<p>The module work at both levels focuses on the development of transferable skills which form an important part of personal development is assessed.</p> <p>The separate PDP element which focuses on the planning and recording of both academic and non-academic personal development is reviewed but not formally assessed.</p>
2. <i>Transferable (e.g. communication, time-management)</i>	AS ABOVE in 1.	AS ABOVE in 1.
3. Personal goal-setting	AS ABOVE in 1.	AS ABOVE in 1.
<p>4. Career planning</p> <p><i>[If you have already covered this in your Employability audit, you don't need to complete this.]</i></p>	<p>AS ABOVE in 1. and through the induction programme which includes:</p> <ul style="list-style-type: none"> • induction week (week 0) • induction update (week 6) • progression session week 22) 	AS ABOVE in 1.
5. Continuous reflection and review of progress	AS ABOVE in 1.	AS ABOVE in 1.
6. Integration of academic and non-academic learning/personal development (e.g. from volunteering, social activities, parenting)	AS ABOVE in 1.	AS ABOVE in 1.

Employability aims

The following details the aims of the University employability policy and how this award meets those aims.

Aim in Employability Policy	Way in which it is met by these awards
<p><i>1. Work Experience, Volunteering and Projects</i></p>	<p>Industrial Placement For the full-time Foundation Degree, there is a mandatory 6-month industrial placement which is taken following year 1. Part-time students will already be in related employment. Students will have an work based mentor. As far as possible, the work experience should be related to the programme of study followed by the student. The industrial placement specifically complements the academic study to address 5,6 and 7 in the programme general aims.</p> <p>Foundation Degree Technology Project Students on the Foundation Degree have the opportunity to synthesise the many techniques introduced in their programme of study through a project. The project is invaluable as it facilitates the developments of transferable skills eg. project management and communication while also encouraging innovation and experimentation which are important parts of the creative process.</p> <p>Foundation Portfolio This module requires the students to build up a portfolio cataloging the work done and the training and experience. This provides raw material from which the student is able to reflect and evaluate the experience and ascertain where personal development is required to improve employability prospects.</p> <p>Best Practice in the Workplace This module focuses on ensuring that students have the necessary knowledge of ethics and standards in the workplace.</p>
<p><i>2. Transferable and Professional Skills Development</i></p>	<p>The module mapping to learning outcomes is included in appendix D of the Programme Specification Document for this scheme.</p>
<p><i>3. Career Planning and Management Skills</i></p>	<p>Personal Development planning is encouraged throughout the award but is explicit within the following modules Level C <u>Ce00549-1</u> Analysis, Modelling And Communication Skills <u>Ce00551-1</u> Project And Data Management Software Level I CE00372-2 Project (Planning, Research, Analysis and Design) CE00368-2 Project (Implementation and Testing) The tutor for these modules will also be the student's personal tutor. Students are encouraged to use the "My Portfolio" software package which supports Personal Development Planning. They are encouraged to build up a portfolio of work relating to the development of transferable skills on all modules within the award.</p>
<p><i>4. Learning, Reflection and Articulation through Personal Development Planning</i></p>	<p>This is facilitated in the Foundation Degree through personal tutoring and the mentoring system. The personal tutoring system is embedded into the award in that the tutors of the modules where PDP is explicit are the also the personal tutors for the students. Personal tutors and mentors will encourage and motivate students to plan and record their academic and non-academic development.</p>
<p><i>5. Enterprise and Entrepreneurship</i></p>	<p>The enterprise centre is continually promoting and supporting student self employment through several schemes with associated bursaries and office space. In June 2005, twenty students started business in the Staffordshire Business Village under a student self employment scheme. Details can be found at: http://www.soc.staffs.ac.uk/jsf1/Staffordshire%20University.htm</p>

PROFESSIONAL ACCREDITATION AND LINKS

British Computer Society

To be applied for.

CISCO Academy

Cisco Systems is the worldwide leader in networking for the Internet. Cisco's networking solutions connect people, computing devices and computer networks, allowing people to access or transfer information without regard to differences in time, place or type of computer system.

One of the professionally accredited awards that CISCO offers is the CISCO Certified Network Associate (CCNA). This is now this is being delivered through Colleges and Universities throughout the country that are part of the CISCO Network Academy Program (CNAP). Such institutions use state of the art laboratory equipment together with professionally designed award material and use this to deliver modules on Computer Networking within existing awards. This then prepares the student for the CCNA exams as well as counting toward the academic programme of study.

Staffordshire University is part of the CISCO Network Academy and so the Computing Foundation Degree Scheme offers you the opportunity to gain qualification in parts one and two of the CCNA. By completing further modules at the University or College, after you have obtained your Foundation Degree you will be able to become a CISCO Certified Network Associate

AWARD STRUCTURES

Foundation Degree in Computing in part-time mode

Year one

TEACHING BLOCK 1	TEACHING BLOCK 2
CE00549-1 Analysis, Modelling and Communication Skills (flexible delivery)	<u>CE61004-1</u> Data Analysis
CE00550 Computer and Multimedia Hardware Systems	<u>CE00230-1</u> Software Development Using VB.NET
<u>CE00126-1</u> Introduction To Networking With Lans And Wans or CE00301-1 Web Design and Development (flexible delivery)	

Year Two

Teaching Block 1	Teaching Block 2
<u>CE00318-2</u> Database And Web Database Systems Change 5	GENERAL OPTION LEVEL C or I
<u>CE00357-2</u> Programmable Network Architectures	CE00551-1 Project and Data Management Software
	SPECIFIC OPTION LEVEL I

Year Three

Teaching Block 1	Teaching Block 2
<u>CE00372-2</u> Project (Planning, Research, Analysis and Design)	<u>CE00368-2</u> Project (Implementation And Testing)
CE00552-1 Software Development Using Java	<u>CE00322-2</u> Foundation Portfolio
<u>CE00390-2</u> Best Practice In The Workplace	

GENERAL OPTION LEVEL C or I

CE00291-1 Introduction to Multimedia Applications

CE00312-1 Introduction To C Programming

CE00310-2 Web Applications

CE00309-2 Multimedia Applications

CE00127-2 LAN Switching and WAN Networks

Any other currently available certificate level module for which the student has the required pre-requisite knowledge.

SPECIFIC OPTION LEVEL I

CE00310-2 Web Applications

CE00309-2 Multimedia Applications

CE00127-2 LAN Switching and WAN Networks

Foundation Degree in Computing in full-time mode

Year One

Teaching Block 1	Teaching Block 2
CE000549-1 Analysis, Modelling and Communication Skills	CE00551-1 Project and Data Management Software
<u>CE00550-1</u> Computer And Multimedia Hardware Systems	<u>CE61004-1</u> Data Analysis
<u>CE00126-1</u> Introduction To Networking With Lans And Wans	<u>CE00230-1</u> Software Development Using VB.NET
GENERAL OPTION LEVEL C or I	SPECIFIC OPTION LEVEL I

Year Two

Teaching Block 1	Teaching Block 2
<u>CE00372-2</u> Project (Planning, Research, Analysis and Design)	<u>CE00368-2</u> Project (Implementation And Testing)
<u>CE00357-2</u> Programmable Network Architectures	<u>CE00390-2</u> Best Practice In The Workplace
CE000552-1 Software Development Using Java	<u>CE00322-2</u> Foundation Portfolio
<u>CE00318-2</u> Database And Web Database Systems	

GENERAL OPTION LEVEL C or I

CE00291-1 Introduction to Multimedia Applications

Any other currently available certificate level module for which the student has the required pre-requisite knowledge.

SPECIFIC OPTION LEVEL I

CE00310-2 Web Applications

CE00309-2 Multimedia Applications

Foundation Degree in Business Information Technology in part-time mode

Year one

TEACHING BLOCK 1	TEACHING BLOCK 2
CE000549-1 Analysis, Modelling and Communication Skills (flexible delivery)	CE61004-1 Data Analysis
CE00550-1 Computer And Multimedia Hardware Systems	CE00230-1 Software Development Using VB.NET
CE00126-1 Introduction To Networking With Lans And Wans or CE00301-1 Web Design and Development (flexible delivery)	

Year Two

Teaching Block 1	Teaching Block 2
CE00318-2 Database And Web Database Systems	CE00367-1 Introductory Business Concepts
CE00357-2 Programmable Network Architectures	CE00551-1 Project and Data Management Software (flexible delivery) change 1
	GENERAL OPTION LEVEL C or I

Year Three

Teaching Block 1	Teaching Block 2
CE00372-2 Project (Planning, Research, Analysis and Design)	CE00368-2 Project (Implementation And Testing)
CE00317-2 Management And Planning	CE00322-2 Foundation Portfolio
CE00390-2 Best Practice In The Workplace	

GENERAL OPTION LEVEL C or I

CE00291-1 Introduction to Multimedia Applications

CE00312-1 Introduction To C Programming

CE00312-1 Introduction to C Programming

CE00310-2 Web Applications

CE00309-2 Multimedia Applications

CE00127-2 LAN Switching and WAN Networks

Any other currently available certificate level module for which the student has the required pre-requisite knowledge.

Foundation Degree in Business Information Technology in full-time mode

Year One

Teaching Block 1	Teaching Block 2
CE000549-1 Analysis, Modelling and Communication Skills	CE000551-1 Project and Data Management Software
CE00550-1 Computer And Multimedia Hardware Systems	CE61004-1 Data Analysis
CE00126-1 Introduction To Networking With Lans And Wans	CE00230-1 Software Development Using VB.NET
GENERAL OPTION LEVEL C or I	CE00367-1 Introductory Business Concepts

Year Two

Teaching Block 1	Teaching Block 2
CE00372-2 Project (Planning, Research, Analysis and Design)	CE00368-2 Project (Implementation And Testing)
CE00357-2 Programmable Network Architectures	CE00390-2 Best Practice In The Workplace
CE00317-2 Management And Planning	CE00322-2 Foundation Portfolio
CE00318-2 Database And Web Database Systems	

GENERAL OPTION LEVEL C or I

CE00291-1 Introduction to Multimedia Applications

Any other currently available certificate level module for which the student has the required pre-requisite knowledge.

Part-time students will be in suitable full-time employment and the full-time students will be required to take up a six-month placement during the second teaching block in year two.

The nature of the 30 credit Project undertaken will be determined by the award title of the student's Foundation Degree.

TEACHING AND LEARNING STRATEGIES

The university has a policy aimed at ensuring that you have opportunities to develop the study skills and outlook necessary to support your currency with the subject studied throughout your future career. The university teaching and learning strategy aims to provide a resource based learning environment with an emphasis on student opportunity rather than simple direct teaching. You are a partner in the learning experience and you are expected to take responsibility for your study. The faculty aims to emphasise the role of lecturer as learning facilitator and to enable you to take a responsibility for your own learning.

In deciding how modules should be taught and how learning will take place and be assessed, two important guidelines have been used:

- that each module should be taught and assessed in the way that best fits the subject matter rather than all learning and assessment methods across awards being the same
- that you should have the opportunity to experience a variety of different ways of working and to demonstrate their skills and knowledge in the best ways possible.

In this way, it is hoped that your own particular needs can be met. For example you may prefer to work independently rather than as part of a team and you may be better at doing assessed coursework than examinations. Whatever your preferences you will have the opportunity to show us what you are capable of.

The aim of this section is to help you to study effectively. Over a period of time you will no doubt develop your own preferred techniques for studying and undertaking group work and project work. The advice given below is of a general nature to help you to overcome some of the problems you may face when entering Higher Education. It is particularly focused upon the types of skill which are required for any award. These include lecture and tutorial note-taking skills, fact finding, report writing, presentations, meetings and working in a group.

Although much of what follows may strike you as obvious, it is worth setting out clearly because on a Foundation Degree award you have to be prepared to study material that you may, at times, find difficult, take more personal responsibility for your learning and actively organise your own efforts. Many students forget this and, lacking an awareness of study skills, get into difficulties that could very easily be overcome.

Work-based Learning

The coherence and integrity of the Foundation Degree Scheme comes from the planned integration of work-based skills and academic learning. This process begins with the two certificate level modules, Computing & Technology in Society and Computing & Technology in the Workplace, which incorporate common skills and aspects of personal and professional development.

If you are a part-time students then, in your third year, you will study the following work-based modules: a 30 credit Project module, a 30 credit Foundation Portfolio module and a 15 credit Best Practice in the Workplace module. The Project will be based upon a topic pertinent to your chosen

award and will offer you the opportunity to apply knowledge and techniques you have acquired from academic study to a substantial real-world problem. The Foundation Portfolio will require you to collect, select and catalogue evidence from training and work-experience; to evaluate and critically reflect upon this evidence and to communicate your conclusions in a succinctly written report. The Best Practice in the Workplace module will require you to investigate professional practice in a particular sector of the Computing Industry.

If you are a full-time students then, in the second teaching block of your final year, you will also take these work-based modules whilst engaging in a six-month industrial placement.

You will, with the help of your line manager, identify a work-based Mentor whose primary function it will be to assist you in those aspects of the learning process that are situated within the work context.

The work-based learning will be underpinned by the Faculty's Work-based Learning Agreement between the Mentor, yourself and the Module Tutor. These Learning Agreements define clearly the outcomes of the workplace learning and the rights and responsibilities of all the parties involved.

Lectures

Most modules contain a proportion of staff-student contact, based around a weekly lecture. You should learn to draw information from lectures, as they are not repeated. You cannot re-read a lecture, so be sure to develop your note taking skills.

Don't treat lectures as an isolated event. You should prepare yourself in advance. Try to do some background reading. Read the notes you have taken in previous lectures. The module handbook will give a teaching programme - use it.

Lectures will normally last for 50 minutes and will involve a lecturer presenting information to you. Arrive on time, make sure that you have sufficient paper and pens with you so that you can make notes. It does help if you keep a folder for each subject area, so that you can keep all the lecture material for one subject in one place.

It is most important that you can identify the main concepts which are introduced within the lecture. Do not attempt to write down everything that is said, listen to what is said and write down the key points. You can then build up your own understanding of the lecture within your study time by reading about the subject area, relating the topics introduced within the lecture to those introduced previously, and writing more complete notes.

One of the most important aspects of a good lecture technique is to recognise the structure of what is being said and to try to reflect that structure in your own notes, though it is also worth trying to get some idea about the purpose and objectives of the lecture. These two skills are very important in Higher Education as you must remember that Higher Education is certainly not simply about the acquisition of sets of facts. It is about the development of intellectual skills which will enable you to use your gathered facts usefully and creatively.

In the pursuit of such skills it is useful to discuss a lecture with your peers, but it is essential that you supplement your lecture notes with private study.

Below are some useful pointers in obtaining the most information from a lecture:

- arrive prepared, having reviewed the content of the previous lecture.
- keep up to date with all the background reading
- listen to what is being said and think about how it relates to your current understanding of the subject
- take short and clear notes, always thinking about what is being said throughout the lecture
- after the lecture spend time understanding the content of the lecture and make more complete notes

It is not necessarily the function of lectures to provide large amounts of detailed facts. In many cases this can only be done by yourself, making use of the books on the reading list, journals or papers to which you are referred and hand-outs which you may be given. The lectures will help you to structure the subject and to understand its main points. Also, do not always expect a lecture on every topic covered in a module. You may well be expected to research and study some aspects by yourself.

Tutorials

Tutorials are normally group-based and so you will get to know most of the people in your group quite well. The aim of a tutorial is to clarify your understanding of the lecture material. This is the main time when you ask questions about the lecture material and discuss the material with your colleagues and a member of staff who is a member of the subject teaching team. Frequently, to aid your understanding, tutorial work will have been set or reading will have been given. It helps if you arrive at the tutorial having attempted the task and then in the tutorial you can sort out any misunderstandings that you may have. You should always remember that, you should:

- try to attend every tutorial as this is the time when you can obtain individual help
- be prepared to state your views about the subject area
- ask questions, but do not expect the lecturer to repeat the material already delivered in the lecture.
- be prepared to take the initiative for discussion.
- be prepared for the tutorial by ensuring that you have attempted any tutorial work and have brought this work and also the lecture material with you.

At first, everyone is afraid of admitting that they do not understand how to tackle a particular problem. So speak up and ask questions. You may be doing everyone else a favour by raising a point. Successful tutorials are fun and valuable. They allow you to develop many interpersonal skills. Make the most of them, after all, it is your Foundation Degree.

Practicals

You will often be expected to undertake practical work using laboratory facilities. Some of this work will be assessed. It is important that you keep up-to-date with your practical work. This type of work will often reinforce the material which has been presented within the lecture. Your practical skills will be important when you start your first job. Many of the tasks with which you will be presented, such as learning to use a piece of software, can only be learned by practice. You will be familiar with this fact if you have learned to ride a bicycle, drive a car or play a musical instrument.

Seminars

As part of your studies you will be expected to attend seminars. The seminars will often be presented by people from outside the University, or by the University's researchers or other students. The seminars aim to provide you with an understanding of the issues which are important to you, such as professional codes of conduct, legal issues, company business plans and so on. So the presenter may be a business manager or an industrialist.

It is important that you attend the seminars. As a professional, you do need to understand the relationship between your work and the business environment.

Presentations

Some assessments will involve giving a presentation of your work, either individually or as a member of a small group. Giving a successful presentation is a "life skill" which will be vital for you to acquire if you are going to be effective in a variety of careers. As well as being an important form of communication, giving a presentation makes you highly visible and it is an opportunity for you to "sell yourself".

It is important that you establish the purpose of the presentation, the length of the presentation and plan the presentation carefully. Find out which presentation aids will be available to you. There are number of different types of presentation aids for example, overhead projector, slides, video, flip charts and whiteboards. Remember that these aids are there to help you to communicate with the audience. No visual aid can assist you if you have missed the purpose of the presentation or the nature of your audience.

Plan the presentation carefully, ensuring that you cover all the relevant points within the allocated time. Try to allocate time at the end of the presentation to summarise the important issues and to give your audience the opportunity to ask any questions (if applicable).

Remember that you will be standing in front of an audience. It is important that you gain their confidence as soon as possible. This means that style of dress is important.

The following checklist can be used as a guide for when you have to stand up in front of an audience and present material.

- Did the talk have a title and was it made clear at the start how much of the subject would be covered?
- Was the introduction sufficient to enable the listener to follow the theme of the talk?
- Did the speaker try to create an interest in his/her subject?
- Was enthusiasm for the subject displayed?

- Was the material presented well or badly?
- Was material arranged in a logical sequence?
- Did the speaker show knowledge of the subject?
- Did the talk show evidence of research?
- Did the talk have a beginning, a middle and an end ?
- Was the speaker fluent?
- Was the overall pace too fast or too slow?
- Was there a variety of intonation and style?
- Did the speaker have any distracting mannerisms?
- Did the speaker try to display confidence?
- Did the speaker try to establish eye contact with the audience?
- Did the speaker attempt to use any visual aids?
- Did the speaker answer questions from the audience confidently and appropriately?

Reports

The commission and production of reports plays a crucial part in achieving the aims of an organisation. The more important decisions become, the more it is likely that specialist reports will be required by decision makers to ensure that the process of decision making is informed and impartial. Whilst studying on your award, you will be required to produce several reports of various types.

A report may contain information which is obtained from a variety of sources, such as experiments, tests, direct observation, questionnaires or interviews. A report should not contain personal opinions which are not supported by any type of evidence. A good report should interest the reader.

Before writing a report, it is important to ask yourself:

- Who will read the report?
- How long should it be?
- What is the purpose of the report?

The answers to the above will provide information about the type of language to be used in the report; that is, technical or everyday terms, and the structure of the report.

There are many different types of report. The following is a list of examples of three different types of report to give you an idea of the range of possibilities:

Regular and Routine Report

- Sales report
- Progress report
- Safety inspection
- Production report

Occasional Reports

- Accident report
- Disciplinary report

Especially Commissioned Reports

- Investigatory reports
- Market research report

The format of written reports varies considerably and the choice of format for a report is very important.

You should list the contents of the report and organise them to suit the audience.

Before you start writing any report it is important that you recognise and remember that a long report is not necessarily a good report. A good report presents the material in a well-structured and concise manner. Remember that quantity does not mean quality. Reports should be written in an impersonal manner, for example

“ It was clear that... ” not “ I could see that..... “

You must pay attention to the details of the report such as:

- consistent page numbering
- an accurate table of contents
- consistent style

Many reports contain an executive or management summary at an early stage in order to enable the reader to read the main conclusion or meaning of the report early on without the necessity of reading all the report. A synopsis or abstract often substitutes for this for similar reasons and also for easy reference in libraries and abstracts.

Fact Finding and Recording Techniques

There are a number of methods which exist by which you can obtain required information. These include observation, record searching, questionnaires and interviewing.

These methods should be looked upon as integrated rather than independent activities. It is important that the approach taken is appropriate to the situation.

An increasing number of libraries now have computerised databases. Sources of information pertaining to an enormous number of topics can be made available in a matter of minutes.

Observation is another method of acquiring information. It may be planned or unplanned. Planned observation involves watching an activity being executed over a period of time and is useful for checking facts. It cannot be carried out for long without irritating those being observed and exhausting the analyst's concentration.

Contrast this with unplanned observation. This does not generally provide any new facts but gives a great deal of information about such things as staff morale, efficiency and relations between

members of staff.

The types of information that can be obtained in this way include the following:

- supervision of working conditions
- workloads and bottlenecks
- pace of work
- methods of work

Finally consider the recording of facts. Some reasons for doing this are as follows:

- completeness; to supplement memory and point out omissions
- understanding; writing facts down clarifies them
- communications; to other members of your team or to users

Working in a Group

Since much of your professional life will probably be spent working as a member of a team an important part of this award is developing your ability to work in a team. You will find that a number of assignments will be group based. These can be laboratory exercises, case studies or research projects.

Working as a member of a group is rarely easy. Sometimes the people in the group simply do not like each other. There may be members of your group who seem to do little work. People do possess different strengths and weaknesses. It is up to you to deal with these situations. It is important that all the members of the group have a clear understanding of the group's purpose. Make sure that your role within the group is well understood and the expected outcomes of your work are documented. Ensure that you fulfil your role in the group to the best of your ability. Remember that staff have plenty of experience in managing and assessing group work and that most module assessments where group work is used will employ a method of allocating marks according to the amount of work which each group member has done.

Meetings

You will be involved in many types of meeting whilst you are a student. For example meetings will form a fundamental part of your group work experience. It is important that you realise that meetings are costly exercises; the cost of the time taken by those who attend the meetings can be considerable. Several key points will help you to organise and chair successful meetings:

- have a clear, well structured agenda
- set a time limit for the meeting, meetings lasting more than one hour often cease to be productive
- plan the meeting, allocating time slots for each item
- ensure that the actions which arise from the meeting are clear and are assigned to appropriate persons
- ensure that the meeting is minuted
- ensure that the names of the people present at the meeting are noted
- ensure that the minutes are available before the next meeting so that people can prepare for

the meeting and can also report on the actions.

Investigations and Research

The most important aspects of your education as a student are not the facts that you learn, but the learning process itself. Facts quickly become outdated. As a professional you will have to keep up to date with new tools and techniques. You should make regular visits to the library, not only to read the recommended module texts but also related texts and journals. Find out what is currently happening within a particular field. Investigate the new theories and practices. In doing the Foundation Degree final year project, for example, you will need to undertake a significant amount of research and investigation. This often involves the use of material from other libraries. You will need to collate the information, to form hypotheses and to draw conclusions from the information. The sooner you start developing these skills the better, so make full use of the University's resources now!

The Module Tutor acts as a learning facilitator. Their role is to guide you through their specific module. Quite often, the guiding is through a tutorial programme or through project work. In each instance, the tasks assigned have been designed to enable you to develop your skills as well as to assimilate the core information. You have a significant part to play in the learning process by complying with the study guides and module handbooks given out by the Module Tutors.

The development of your interpersonal and communication skills is an essential part of this learning process. To this end, project work and teamwork are an integral part of the learning strategies you will experience.

Self-study / directed reading

You will find that ALL modules contain a large proportion of time allocated to student based learning activities. You should use this time wisely.

Most modules contain elements of practical, computer based or tutorial based work. This is not necessarily homework or assessed work, but it is directed. It is your responsibility to manage your time and work so that all modules are treated equally.

Do not allow one or two modules to dominate your self-study. It is important that you try to do all the work that you have been given.

Many modules contain Tutorial sessions, you can ask your Module Tutor for advice and guidance on your self-study performance; but this is hard to answer if you have not attempted any self-study.

The library is a valuable information source. It contains journals, magazines, newspapers and computer based / multimedia information sources, as well as many textbooks. Use it, after all your fees pay for it! The library also has quiet study rooms available for your use.

Use of Information Technology

The use of IT in all assignment work is required. If you are not already familiar you will be expected to become familiar with the following applications:

- Word-processing package (Word)
- Spreadsheet package (Excel)
- Database (Access)
- Presentations and Diagrams (PowerPoint)
- Internet Browser (Internet Explorer, Netscape Communicator)
- Electronic Mail

The packages in brackets, (), are those which are available as standard across the university.

The use of IT in assignments will be beneficial to your assessment mark. A proportion of the total mark is often based on presentation.

Some modules are based around the use of specific software. Where this is the case, tuition on the software, or case studies developing your skills in using the software, will be given.

ASSESSMENT

You are assessed separately for each module that you undertake. The assessments may come in the form of project solutions, in-award assignments, essays, reports, group presentations, individual presentations, research proposals and examinations. The specific assessment criteria, against which your performance will be evaluated, will be explained and given to you by the tutor responsible for that module.

The assessment of your work fulfils two functions and is considered to be an important part of your learning process. First of all, assessment is used to inform you of your academic progress through your award. Secondly, it assists you in the development of the essential qualities looked for by today's employers.

For each module, the assessment strategy has been designed to reflect the nature and culture of the subject area. The award management structure ensures an even distribution of assessment strategies across the whole award.

Assessment criteria

In addition to the specific assessment criteria relevant to each module, some or all of the following criteria will also be used.

In your work we will look for evidence of the ability to select, apply and extend your knowledge in the your chosen award area. Your solutions must exhibit appropriate considerations of creativity,

analysis and implementation as indicated by the module content. We would usually expect to see some evidence of creative and inventive ability. You will be expected to show an understanding of marketing and the needs of the end user. You will be expected to design solutions and demonstrate the ability to research and discover relevant information. You must demonstrate skills in the communication and presentation of your research. We will expect you to be able to apply clear, analytical thinking with regard to both practical work and written assignments.

The above may appear to be daunting. Don't worry. You will develop greatly over the next two/three years and will attain the skills and abilities necessary to meet these different criteria. At each level of your studies, you will be expected to have achieved an increasing degree of competence in these areas.

In-course assessment

In-Course Assessment (ICA) can take many forms. It is probable that you will meet one or more of the following example forms of ICA:

- Laboratory reports
- Group projects
- Essays
- Phase tests
- Assignments containing sample tutorial questions
- Working folders
- Case studies

In all cases any physical documentation, written work, drawn work or computer based work must be handed in through the Faculty Office.

The office will issue you with a receipt for your work. This helps when claims of 'lost work' arise. The receipt and your work are stamped with the date it was handed in, and can be used for the basis of late submission penalties detailed in the student regulations. You should keep your receipts safely and in a legible condition.

It is very likely that laboratory based assignments will have a large proportion of the module's mark allocated to 'doing the work' as opposed to just producing a document.

The module tutor will tell you the assessment criteria of all in-course assessment before you attempt it. This information is given in the module's handbook.

Examinations

Some modules involve formal examinations. Formal examinations are only held at the end of semesters. The examinations are normally 2 or 3 hours long. You will find that different modules have different examination styles. Some favour multiple choice type papers, some ask you to solve a problem showing all working. In each case the examination type has been appropriately selected to test your knowledge, understanding or appreciation of the module's content.

The examination timetable is normally available on the faculty website at least 2 weeks before the

examinations are held. The weeks in which the examinations are held is set well in advance of you starting and you can find these on the University Academic Calendar. The examinations are normally held either at Trentham Gardens or the \County Showground. Make sure you know where this is. Transport is provided from the Beaconside campus

Group / individual presentations

These assessment presentations may be for delivery to a seminar group or to your tutor. Oral presentations are normally assessed by staff and by peer appraisal.

The individual project

If you are taking a Foundation Degree you must carry out an individual project to extend and unify the understanding of the subjects as developed in taught modules. Throughout the project you will build a perspective of the relationship between the modules of your chosen award. The project is a considerable piece of work. You are expected to undertake 300 hours of work on the project.

Project Aims and Purpose

The project is intended to provide a supervised and managed context in which you can demonstrate the ability to undertake and produce a substantial piece of work to a professional standard. On completion of the project you should have demonstrated:

- Problem solving
- Analytical and decision making skills
- Synthesising material from other modules
- Rigour in choosing and applying appropriate methods and techniques for problem analysis and investigation
- Interpreting results
- Implementing innovative solutions, and
- Presenting solutions effectively.

A project should be appropriate to your intended award.

Project Scope

The project can focus on any of the themes within your award, but each project is expected to test a range of your abilities, and should combine sound academic methods with practical skills. A project should address both academic challenges and 'real-world' problems. In defining the scope of a potential project, due consideration should be given to the feasibility of the proposal within the constraints of the available time, resources and supporting expertise.

You will be assigned a supervisor with expertise in your chosen area of study to give you guidance in the definition and execution of your project. The supervisor will contribute to the assessment of both written and orally presented work at each milestone. The project will be moderated by the project co-ordinator, Rosemary King.

In order to pass the project you must obtain a mark of at least 35% in each milestone and an overall mark of at least 40%.

Further details can be obtained by consulting the PROJECT HANDBOOK.

Case studies

Case studies normally investigate a current solution to a problem that is in common use. A case study is often seen as a vehicle for topic integration.

Assessment feedback

We will endeavour to give you details of your assessment progress in line with the University Undergraduate Awards grading system. We will aim to also give you as much additional feedback as possible in small seminar-based groups, or individually if requested.

MANAGEMENT OF THE SCHEME

To make sure that the Computing Foundation Degree Scheme runs effectively and provides you with the best learning opportunities possible there is a management team charged with administering the Scheme on a day-to-day basis. You will get to know the people involved. They are likely to lecture to you or perhaps be your personal tutor. As well as their academic and pastoral roles, they have a management role within the Scheme. It is important that you understand this role. The main members of the Scheme Management Team are:

- Computing Foundation Degree Scheme Director
- Level Leaders
- Module Leaders
- SURF Link Tutors
- Personal Advisor
- Franchise Director

The Computing Foundation Degree Scheme Director

Dr David Emery (email: d.j.emery@staffs.ac.uk)

The Computing Foundation Degree Scheme Director reports to and advises the Faculty Board on the overall operation of the Scheme and is responsible for:

- the academic supervision and conduct of the Scheme in accordance with regulations and conditions laid down by the University and external bodies
- the management and oversight of the administration of the Scheme
- reporting to and advising the Scheme Committee on the operation of the Scheme
- ensuring that the Scheme is implemented and developed in accordance with the agreed policies of the Scheme Committee
- organising and convening the Scheme Committee
- reporting on resources required for the Scheme
- conducting the annual Scheme monitoring and the re-validations of the Scheme
- liaising with External Examiners

Level Leaders

Level One Leader: Rosemary King (email: r.king@staffs.ac.uk)

Level Two Leader: David Hodgkiss (email: d.d.hodgkiss@staffs.ac.uk)

Level Three Leader: Dr David Emery (email: d.j.emery@staffs.ac.uk)

A Level Leader is associated with each year or level of the Computing Foundation Degree Scheme. The Level Leader has responsibility for the smooth running of a level and oversees the progress of all students on that level across all awards within the Scheme. The Level Leaders conduct semester review meetings with groups of students in order to obtain feedback on the operation of the different levels within the Scheme.

To make sure that the modules you study in any semester are compatible in terms of assessment and timetabling of classes and assignments, the Level Leaders act as co-ordinators for all modules offered in each semester. Each Level Leader knows about the different types of assessment which are associated with the modules within their level and specific to each award. If you have any problems with assessment loading you should discuss the problem with the appropriate Level Leader.

Level Leaders are also available to you to talk to you about the modules you are studying and any study skills and personal problems you may have.

Module Leaders

A Module Leader is one of the team of people involved with a particular module. Each Module Leader is responsible for managing and overseeing the day-to-day administration of their module. This involves:

- preparing assessments
- monitoring, controlling and reporting on students' progress
- conducting module reviews with the students of each cohort.
- providing counselling to students on their module. This may involve:
 - encouraging and advising you before you start the module study period
 - acting as a focus for problems encountered during the module study period
 - providing support and encouragement prior to and during the module assessments.

If you are experiencing any difficulties with the work associated with a module, please see the Module Leader and discuss the problems.

SURF Link Tutors

- Dr. Anthony Atkins (email: a.s.atkins@staffs.ac.uk)
- Mrs. Kathleen Ingram (email: k.ingram@staffs.ac.uk)
- Dr. David Emery (email: d.j.emery@staffs.ac.uk)

The SURF Link Tutors visit the SURF partner colleges and institutions at which the Computing Foundation Degree Scheme operates to discuss the award with both students and staff. These officers are the primary link between the SURF partner institution and the University and help to ensure the smooth running of the scheme there.

Personal Advisor

- Mrs Janice Kalisz (email: j.c.kalisz@staffs.ac.uk)

Whilst you are on the award it is important that you are able to get the advice and help that you need in order for you to be able to make an informed choice of the most appropriate modules to study to suit your particular needs. There may also be times when you will need help with study skills or to talk through personal problems that are affecting your studies. To complement the University's Welfare Services, where confidential help and advice are available to you, the Faculty has appointed a Personal Advisor. She will give advice about extenuating circumstances, transfer, withdrawal, and general advice on other matters. She is the person you should approach in the first instance with any personal problems you may have.

The Computing Foundation Degree Scheme Committee

The Computing Foundation Degree Scheme is responsible for the overall operation of the Scheme and reports to the Computing Faculty Board. The Scheme Committee meets as appropriate at least twice in each academic year and normally once per academic term.

The Scheme Committee is responsible for:

- monitoring the implementation of academic policy, maintenance of standards and the administration of the Scheme
- appointing such sub-committees as are deemed necessary for assisting in the administration of the Scheme
- considering the progress of the students, and, where necessary, recommending exclusion on academic grounds in accordance with the appropriate University regulations
- annually reviewing the operation of the Scheme and considering proposals for its improvement
- considering from time to time the need to revise, develop or otherwise substantially alter the Scheme in light of prevailing circumstances and prepare appropriate proposals
- considering and making recommendations upon, as appropriate, the resources and staff development requirements of the Scheme.

The membership of the Computing Foundation Degree Scheme Committee is:

- Scheme Leader (Chair), nominated by the Dean of the Faculty
- Level Leaders
- Project Co-ordinator
- Module Leaders
- Student Representatives
- Employers' Representatives
- Representative of the Faculty Management Team
- Representatives (including Student Representatives) of each SURF partner institution
- Representatives of contributing Faculties,
- Any co-opted members

As mentioned above, there are student representatives on the Scheme Committee. These representatives are elected annually from amongst students registered on the Scheme. To make sure that your views are taken into account, you are encouraged to use your representatives to put your points of view to the Scheme Committee in a formal way, in addition to discussing issues informally with your tutors and Scheme managers. Why not stand for election as a student representative yourself?

The Computing Foundation Degree Scheme Committee considers all matters affecting the operation and development of the Scheme and reports regularly to the Computing Faculty Board. In particular, the Committee is responsible for overseeing the running and development of the awards

and for ensuring that information is available on the awards and modules that you can choose.

Employers' Forum

An employers' forum has been established to advise on future development of the Scheme.

PART TWO

Introduction

This part of your Award Handbook is for you to use as a reference point during your time in the Faculty of Computing Engineering and Technology at Staffordshire University.

It tries to answer many of the questions you may have during your time here and tells you where you can get more information and further guidance and support. You should also make use of the Faculty Office and the University Information Centre - ground floor of the Beacon Building Stafford and on the first floor of the Flaxman Building Stoke - where staff are available to deal with any queries you may have.

Who's Who in the Faculty

The Faculty Office

The Faculty Offices are on the 1st floor of the Octagon Building (Stafford) and the 1st floor of the Brindley Building (Stoke) and should be your first port of call if you have any queries or problems relating to the Faculty or if you are unsure of how to deal with other queries. The contact details of the University Services for students are listed in Section 3. The Faculty Office comprises a team who are responsible for supporting students and academic colleagues within the Faculty. You'll get to know some of the staff quite well as it is here you'll hand in your module registration forms and assignments.

The Faculty Office can help with:

- Modules
- University regulations
- Information about your study here: award and module records, local and home address
- Any changes to your award or programme of study
- Registration events for level 2 and level 3 study

It is important that you get to know staff in the Faculty Office as they are responsible for keeping all the information on your period of study accurate and up-to-date.

In particular, make sure that you:-

- Check your e-mail account regularly for any information or queries sent to you by Faculty administrators or by academic staff. This means your university e-mail account – not your personal one!

- Always let the Faculty Office know of any changes in your contact details. This includes mobile numbers as well as home and term addresses and any landline telephone numbers. It really is important that we know how to get in touch with you.
- Always ensure that the Faculty Office is aware of any changes you make to your academic profile (modules/award) by completing the appropriate module amendment/award transfer forms.

Opening Times

Monday - Thursday 8.30 am - 5.00 pm
 Friday only 8.30 am – 4.30 pm

Please feel free to call into the Faculty Office between these times. All queries, no matter how small or large, are welcome as they ensure that your records are always correct – and this does prevent delays or difficulties in confirming results at the end of each Academic Year. And if you have a problem which the Faculty Office can't help you with, it usually knows somebody who can.

The Faculty Management Team

The Dean of Faculty

At the head of the Faculty is the Dean, Professor Mike Goodwin

Faculty Academic Directors

Mike Goodwin is supported in running the faculty by 3 Faculty Academic Directors:

Dr Mike Hamlyn, Teaching and Learning (C236, m.g.hamlyn@staffs.ac.uk)
 Professor Adrian Low, Research and Enterprise (K232, a.a.low@staffs.ac.uk)
 Ms Liz Thursfield, Recruitment (C240, e.thursfield@staffs.ac.uk)

Programme Areas

The Faculty of Computing Engineering and Technology is divided into four Programme Areas, each managed by a Programme Area Manager:

Applied Computing	Programme Area Manager – Carol Greswell
Applied Technology	Programme Area Manager – Gordon Bancroft
Computing Systems	Programme Area Manager – Tracy Lewis
Entertainment Technology	Programme Area Manager – Peter Hoornaert

Awards Managers and Award Leaders

Groups of Awards within Programme Areas are managed by managed by Award Leaders

Your Award Leader is always your most important point of contact for any information relating to your programme of academic work at Staffordshire University.

ADMINISTRATION

Each academic year, you will need to complete some formal procedures including enrolment with the University and Faculty and module registration.

Enrolment

Your first task when you arrive at the University will be to enrol as a student of Staffordshire University. You will be asked to complete an enrolment form (full or part-time, depending on how you're studying). This may be pre-printed which you will have to check or blank for you to fill in. Once you have completed this, it will be signed by one of the tutors who has special responsibility for you during the induction process. This is Stage 1. You will complete Stage 2 with other students from the Faculty and at this point you will be issued with your student card.

Student Card

This one card is also your Library card and Students Union card; if you lose it, a first replacement will cost £5.00. If you lose your second card a further replacement costs £7.00. Any subsequent cards will cost £10.00 each. You can be asked to produce it at any time and will need to do so as a means of identification for examinations.

Data Protection Act

Throughout your time at the University, we will gather data about you, from your initial application to us, through to your graduation and beyond. When you enrol, you will be asked to sign a consent form for the release of data under the Data Protection Act 1998. This is to allow us to disclose information to prospective employers or other universities. This consent will remain in perpetuity unless, at any time, you tell us that you wish to withdraw your permission.

We have a responsibility under the Act to ensure that your data is kept safe and secure and is as up-to-date as possible. We will rely on you to tell us when certain data changes, e.g. term-time address, home address, name, etc.

The data we gather will be used in accordance with our registration under the Data Protection Act 1998. We have a statutory and legal requirement to supply some of the data to third parties, such as the higher Education Funding Council for England, the Higher Education Statistics Agency, Social Security, your Local Education Authority (to allow us to claim tuition fees, for instance), the Student Loans Company, and the Police (in connection with potential criminal offences). Under our registration we are able also to pass your data to other named categories of third parties such as the Students' Union (to enable you to have membership), your term-time Local Education

Authority or Borough Council (to enable you to claim exemption from Council Tax), our Alumni Office, and Professional Bodies. This list is not exhaustive.

Sometimes, particularly as you get to the end of your course, prospective employers or other universities could contact us to verify details about you, such as your assessment results and degree classification, your attendance record, or to ask for a reference. We will only provide this information if you have explicitly agreed for us to do so (see paragraph 1 above). If you have not given your consent to disclosure, we will require you to contact us directly to give permission to release the information, or require that the third party sends us a statement from you agreeing to the disclosure. Obviously, this can be very time-consuming - and could jeopardise your chances of a job.

If, at any time, you wish to object to the accessing, processing or disclosure of your personal data, you can do so in writing to:

Bernard Shaw
University Data Protection Officer
Staffordshire University
College Road
Stoke-on-Trent
Staffordshire ST4 2DE

Module Registration

You would normally be expected to study a total of 120 credits for each level of your award. This will give you an overall total of 360 credits at the end of level 3 which is the amount you need to be considered for the award of your degree. Each year you will need to register for your modules. There are 3 types of module:

Core – you must take these modules. The information provided to you for module registration will indicate to you which modules on your award structure are core, together with their credit rating.

Award-specific Option – you make your module choice from a group of options specifically associated with your award. Again, the information provided to you for module registration will indicate to you which modules are included in the specific option list for your award, and your award structure will show you how many credits of specific options you need to choose.

Non-Specific (General Credit) Option – these are modules which you can take from any subject (and from any level) provided you can fit them into your timetable. The Faculty produces its own directory of modules which you can take as General Credit. There are also, however, some useful modules available offered by other Faculties. Details of all the programmes available can be found on the University's web pages (go to <http://www.staffs.ac.uk/modules/options/>).

Your award structure will show you how many general credit options you may choose. Note that you may also choose further options from the award specific option list as your general credit opportunity. Nothing hangs on this – except at Level 3, where the number of specific credits studied can, in certain cases, affect the classification of your award. It is a good idea, therefore, to check the

University Undergraduate Framework Regulations
(http://www.staffs.ac.uk/images/ugrad_mod_fram_tcm45-7188.pdf - see especially Section 1.6.2),
and to discuss your module choice with your tutors, before registering for your Level 3 modules.

Level C (Certificate of Higher Education, Year One)

In your first week, you will be asked to choose the modules you want to study in the first year of your award. Before you make your choices you will receive a talk from your Award/s Manager to help you. If you are following a joint or combined Honours award, you will have 2 subject talks as appropriate. The times of these talks will be in the Induction Week Programme.

On some awards, nearly all your modules will be core modules and therefore the only choices you will have to make will be your non-specific (general credit) option modules.

Registering for your first set of modules is one of the most important things you do during your first (induction) week at the University. Your tutors will help you to do this, and will help you to construct your timetable for both teaching blocks (Teaching Block I, before Christmas; Teaching Block II, after Christmas).

You will use a module registration form to record your core, specific option and general credit modules. Your personal tutor or Award Leader will check that you have done this correctly, will sign the form, and will either return it to the Faculty Office (reception) themselves, or ask you to do this.

This piece of paper is very important – it allows the Faculty’s administrators to establish your academic profile on our electronic data management system (THESIS +).

So you do need to inform the Faculty Office if you change any of the modules you originally registered for (see below ‘Amending Your Module Choices’)

Levels I (Diploma in Higher Education, Year Two) and H (Honours Degree, Year Three)

If you are a continuing student, the Faculty will have sent you a reminder before enrolment of what module choices you made in the previous April. You should check this for accuracy, and for conformity with the requirements of your Award. If in any doubt, see your Award Leader and/or contact the Faculty Office

If you did not complete your module registration during April 06, you must rectify this as a matter of priority when you return to University. See your Award Leader for advice and guidance.

Then, toward the end of Years One and Two, usually around Easter, you will be asked to make your module choices for the next year of your award. The process will be very similar to that you experienced in your first year.

Amending Your Module Choices

Sometimes you may wish to change the modules you chose originally. To do this, you will need to collect a module amendment form from the Faculty Office. You also need to obtain the signature of

the tutor whose module you are leaving and the one whose module you wish to join. The form must then be signed by your Award Leader before handing it in to the Faculty Office via Reception.

If you do not complete the paperwork, your student profile will not be correct and it may be that we are unable to process your results properly at the end of the year. You may, for example, be told by the Faculty Office that you have failed, and must therefore resubmit work for, modules you never actually took – and similarly that you have not got credit for modules that you in fact completed.

At Level C, any changes you make to your choice of modules must be made within 3 weeks of the start of module. At Levels I and H, the time limit is 2 weeks.

It is your responsibility to ensure correct enrolment on 120 credits for the year's study, if you are Full time, and it is ultimately your responsibility to ensure that these modules are the appropriate ones, as specified by your award structure, for the award you are registered for.

If you have any queries regarding any of these matters, staff in the Faculty Office, or your Award Leader, will be pleased to help.

Changing Awards

The Undergraduate Modular Framework is designed to be flexible, and it may be possible for you to change award.

The possibilities of change, however, are not unlimited. Tutors need to satisfy themselves that you have met, or will be able to meet, the learning outcomes of your new award. Generally, the earlier in your career as an undergraduate you make the decision to change award, the easier it is. By your third year, it is much more difficult. In any event, your personal tutor or Award Leader can advise.

It is worth noting that a change of award may be the only progression route available to you should you fail for the second (and final time) one of the core modules on your original award. If you find yourself in this situation, make your way as soon as you can to the door of your Award Leader.

Welcome to University Programme

You will have received the programme for induction week in your pre-arrival information. This gives details of subject and Faculty activities during Induction Week. Your Award Leader will have extra copies should you need them or extra copies can be obtained from the Faculty Offices

If you are unsure about what you should be doing during the Welcome to the University Programme, consult any of the subject tutors who are introduced to you from the Monday onwards, or a student mentor, or the Faculty Office

Post

Unfortunately, the Faculty is only able to deal with internal mail for students. You should not give

correspondents the Faculty's address because we cannot guarantee your receipt of anything that is sent you via Royal Mail. Always use your term or home address for any correspondence likely to come to you via snail mail from external contacts.

Amendments to Personal Details

It is important that you notify the Faculty Office of any changes to your personal details such as your home or local address, your name, or your landline or mobile telephone number. Notification of your end of year results, or of any referral requirements, will be sent to the home address we have on file. *Please tell the office if you will not be there over the summer and want your results sending elsewhere.* Your certificate will bear your name as it appears on your student record.

Registration with a General Practice

It is essential to register with a General Practice in the Stoke/Stafford area in order to ensure access to medical help if you become ill. The process can be completed by taking your medical card to the local GP of your choice and asking to register. A list of local GPs can be obtained from the Student Health Service. If you wish to register with either of the General Practices offered to students you can do during Arrival Weekend or during their normal working hours. Contact details for the Student Health Service can be found in Section 3.

Award and Module information

Tutors will tell you where notices will be posted for your award and for the modules you are taking.

General notices

You will also receive messages from tutors and the Faculty Office via your student e-mail account and even if you generally use a different e-mail account you should check your student account 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 ACCOUNT REGULARLY

SERVICES FOR STUDENTS

We want you to enjoy your time here and understand that will need information and advice from the University Services for students in order to support you with your studies and your future careers. We have in place services and support which you can call on to discuss your needs or to seek support with a particular problem.

Services are delivered at two levels: specific services for students provided by the University, and those provided at Faculty/subject level for students in Computing Engineering and Technology Section 5 summarises the support and opportunities available to you which relate to enhancing your employability.

University Services

University support is delivered by;

- (A) Accommodation Office
- (B) Employability and Student Support
- (C) Financial Services
- (D) Information Services
- (E) Student Administrative Services
- (F) Student Guidance Officer
- (G) Students' Union

(A) Accommodation Office/Residences

For information and assistance regarding University managed Halls of Residence and private sector housing contact:

Email – accommodation_stoke@staffs.ac.uk or accommodation_stafford@staffs.ac.uk

Contact: Stoke 01782 294217/8/9 1st Floor, Flaxman Building.

Contact: Stafford 01785 353563 Stafford Court, Beaconside

(B) Employability and Student Support

Careers & Employability Service

The service holds information from employers offering job opportunities, work experience and vacation work at home and abroad, information from professional bodies, postgraduate study, reference books, videos and careers software.

- 1-1 sessions with Careers Advisers
- Enhances the employability of students

Open 9.00am - 5.00pm Monday to Friday at Stoke & Stafford Campus.

careersS@staffs.ac.uk www.staffs.ac.uk/uniservices

Contact: 01782 294991. Stoke: Cadman Building

Contact: 01785 353233 Stafford: Information Centre, Beacon Building.

Childcare Service

We can provide you with quality affordable childcare and education delivered by a highly qualified

and experienced team.

- Two registered nurseries offering care and education for children up to five
- Stoke opening times: 8.00am–6.00pm (8.45-5.15 in the vacation)
- Stafford opening times: 8.30am-5.30pm (9.00am-5.00pm in the vacation)
- Please apply early to avoid disappointment.

e-mail: a.j.sherratt@staffs.ac.uk www.staffs.ac.uk/uniservices

Contact: Stoke: 01782 294981 or Stafford: 01785 353371

Counselling Service

There is a core staff team of professionally trained counsellors

- We offer one to one counselling in a supportive and confidential setting.
- You can talk about anything affecting your academic or personal life.
- We can refer you to other sources of support where appropriate.

Open 9am – 5pm Monday – Friday (including vacations) www.staffs.ac.uk/uniservices

Contact: Stoke: 01782 294977 4/5 Winton Square, Station Road.

Contact: Stafford 01785 353302, Ground Floor, Beacon Building.

Disability Advisory Service

The service provides a range of information, advice and facilities for disabled students. Visit www.staffs.ac.uk/uniservices

- Help to apply for the Disabled Students' Allowance
- Offers study needs assessments
- Provides dyslexia support services & study support assistants

Contact: 01782 294977 Stoke - 4/5 Winton Square

Stafford: 01785 353302 – Ground Floor, Beacon Building.

Multi-faith Chaplaincy

The multi faith Chaplaincy offers pastoral & spiritual support, advice & friendship for people from all faiths & none. www.staffs.ac.uk/uniservices

- Help in exploring issues of faith & spirituality with a place to meditate and pray.
- A quiet place to spend time with friends
- Information on places of worship and faith groups.

chaplains@staffs.ac.uk

Contact: 01782 294982, Faith House, Stoke,

Contact: 01785 353302. Ground Floor, Beacon Building, Stafford,

Student Health Service

NHS Medical Services are available at Stoke & Stafford Campuses.

- A variety of services including treatments for minor ailments and injuries.
- Contraceptive advice, pregnancy testing and free condoms are offered.
- There is a wealth of information available from the surgeries in the form of free leaflets.

Contact: Stoke 01782 747174 Federation House, Station Road.

Open: 9am-5pm Monday to Friday (Thursday until 12.30). **OR**

01782 212305/212066 Harley Street Medical Centre, Hanley, Stoke during vacations.

Contact: Stafford 01785 353570 Beaconside Health Centre,

Open 8.30-6.00 Monday to Friday (7pm on Monday & 5pm on Wednesday)

(C) Financial Services

To pay your tuition and accommodation fees:

Cashier's Office, Beaconside, Stafford

Cashiers Office, Flaxman Building, College Road, Stoke.

Please also see Students Union Student Advice Centre for advice relating to debt and the University Information Centres for guidance on tuition fees.

www.staffs.ac.uk/services/financial

Contact: 01785 353342

(D) Information Services

Information Services assists you with your learning by providing, managing and supporting integrated, open access learning, teaching, research, Library, IT, Network and all on-line services for all students and staff across all campuses at Staffordshire University

<http://www.staffs.ac.uk/uniservices/infoservices/>

The Service also provides a range of support materials which will help you to enhance your 'information literacy'. Particularly useful in this regard are the website links to 'keyskills'

<http://www.staffs.ac.uk/keyskills/> and <http://www.staffs.ac.uk/uniservices/infoservices/infozone>

(E) Student Administrative Services – Information Centres

There are Information Centres at Stoke and Stafford. Staff are helpful and friendly and are trained to answer most queries or point you in the right direction for help.

- You can talk to us for help on many aspects of your student life.
- Visit - www.staffs.ac.uk/informationcentre

Stoke: Flaxman Building, College Road, Stoke-on-Trent, Staffordshire ST4 2DE.

Stafford: Beacon Building, Beaconside, Stafford, Staffordshire, ST18 0AD

Contact: Stoke 01782 295705 Stafford 01785 353253

(F) Student Guidance Officer

The University's Student Guidance Officer is based within the University Information Centre at Stoke and in Stafford on most Tuesday and Thursday afternoons.

Provides advice, guidance and information on a range of educational issues.

1. If you concerned that you have chosen the wrong course?
2. If you are considering taking time out (intermitting) or leaving your course?
3. Need advice on how to appeal against your examination results?
4. Need advice on how to make a complaint?
5. Need advice on submitting extenuating circumstances?
6. If you are unsure how you will pay your fees or if you can pay in instalments?
7. If you are unsure who to contact to arrange your student loan?
8. Need special arrangements for your exams?
9. Conducts exit interviews for those students who are taking time out

Visit: <http://www.staffs.ac.uk/current/student/guidance>

Email: n.j.gardener@staffs.ac.uk

Mail: Nicola Gardener, Student Guidance Officer, Information Centre, Flaxman Building, College Road, Stoke-on-Trent, Staffordshire, ST4 2DE.
Telephone: 01782 292768

(G) Students' Union

Students' Union: "Striving for the best experience for students"

The Students' Union is an organisation that is here to help you. We are responsible for providing a wide range of services that ensure your time at University is the best it can possibly be.
<http://www.staffsunion.com>

Contact: Stoke 01782 294629 - Above the Ember Lounge, College Road.

Contact: Stafford 01785 353311 C Block, Beaconside.

Students' Union Information Centres

The Students' Union Information Centres are the first point of contact for students, staff and visitors at the Students' Union. The centres provide information on a wide range of subjects. Try to answer all questions posed to them.

Contact: Stoke 01782 294629 Students' Union building on College Road. Open from 9am to 8pm, Monday to Friday. Contact: Stafford 01785 353311 Students' Union Office in Block C, Open from 9am to 5pm, Monday to Thursday and till 4.30pm on Fridays.

Students' Union Student Advice Centre

The Students' Union Student Advice Centre is one of the core services operated by the Students' Union. Their work is directed by Student Officers and the service is student led offering:

- Free, independent and confidential advice to the student body.
- Up to date information on funding, benefits, housing laws, course regulations, legal matters etc
- The fully trained and experienced advisers are student specialists and the Service has been awarded the Community Legal Service Quality Kite Mark for Student Casework.

Contact: Stoke 01782 294469 College Road, Stoke On Trent, ST4 2DE,

Fax 01782 295736. above the Ember Lounge in the Student's Union

Open 9.00am till 4pm daily.

Contact: Stafford 01785 353311 Beaconside, Stafford, ST18 0AD, ,

Fax 01785 353599 Engineering Block Beacon Building. Open from 9.00am till 4pm daily. Email: sac@staffs.ac.uk

FACULTY/SUBJECT LEVEL SERVICES AND SUPPORT

(1) Personal Tutors and Student Mentors

All students will be assigned a Personal Tutor (PT) as soon as they arrive: they will remain in contact with you throughout your time here (although, depending on your particular award, tutorial responsibilities may be re-negotiated in your third year in line with arrangements for the supervision of dissertations and similar projects)

Your personal tutor is there to do two things – (1) to review with you your academic progress, and to provide you with academic guidance (for example, on module choice, on changing award routes, on developing a strategy to recover failed modules, or on improving your performance following your assessment results at the end of each teaching block), and (2) to provide pastoral support.

In addition to the personal tutoring system, The Faculty of Computing Engineering and Technology also provides a Student Advisor. This is Janice Kalisz, who can be found in room K254 in the Octagon. The role of the student advisor within the Faculty of Computing Engineering and Technology is to give advice and guidance to all students on all aspects of their award. This would be of both an academic and pastoral nature in accordance with the personal tutoring scheme. The role also includes the referral of students to sources of professional help both within and outside of the university as and when necessary. The Student Advisor is also involved with the student induction programmes, the tracking of student attendance and the investigation of student absenteeism as well as the co-ordination of student intermissions and withdrawals.

STUDENT REPRESENTATION

The Faculty is committed to obtaining feedback from students regarding the quality of their learning experience. We obtain your views in a number of ways including questionnaires and representation on Faculty committees.

(1) SSLGs (Student Staff Liaison Groups)

Meetings of the SSLGs are an effective way of monitoring the modular scheme in the Faculty and identifying and resolving any difficulties that may arise. Each subject area has a Student Staff Liaison Group which is chaired by the Award Leader.

New students will be asked in the first few weeks of being here to nominate representatives; representatives for Levels 2 and 3 will normally be organised in May of the preceding academic year. Students on each award will need to elect two representatives from each level. Training for this role is available from the Students' Union. We inform them of the names of elected representatives and they will contact you about the training events.

The SSLG for your award usually meets once during each teaching block, though at your request it can be convened more frequently. Its remit is wide-ranging discussion about your learning experience. If you are a representative you should discuss your experience of your award with other students working in the subject so that you can fairly reflect their views and should let your colleagues know how they can contact you.

(2) Other Committees

In addition there are a number of other Committees both in the Faculty and in the University as a whole, which have student members. Within the Faculty, as well as the SSLGs, there is the Faculty Board on which students have the right to representation.

The Faculty Board is the main Faculty committee, chaired by the Dean, which has formal responsibility for overseeing the running of the Faculty and its awards. Membership includes members of academic and non-teaching staff from the Faculty, representatives from other faculties, the Library and Information Technology Services, and student representatives.

If you are interested in becoming a student member of the Faculty Board, you should contact the Students' Union.

(3) Other Feedback Mechanisms

You will also be presented with a variety of other ways of giving feedback to your tutors and the Faculty/University about your overall experience. You will be able to talk, of course, to your personal tutor. You will find that subject tutors will ask you to evaluate your learning experience on their modules. You will be asked to complete a questionnaire at the end of each module about your experience as a student on that module. In addition, the University conducts an annual 'Student Viewfinder' survey which seeks your views on all services.

Your views do matter – they are incorporated into annual quality assurance processes via 'course monitoring', and each Award and Faculty in the University is required to draw up an action plan on the basis of course monitoring reports which seek to address any issues which have adversely affected your experience as a student

APPEALS, COMPLAINTS AND CONDUCT

Where generic issues are concerned (for example, the resources available properly to support the delivery of a particular module have been in some way deficient), the appropriate procedure is to raise the problem via SSLGs.

Any issues that you are not happy about in relation to your individual experience, whether it be to do with the teaching you receive or as a consequence of administrative processes, can usually be resolved informally by consultation with a module tutor, or with your personal tutor, or with your Award Leader or Manager, or with the Faculty Office. Typical examples here might be that you have been unable to find a particular member of staff to obtain feedback on your assignment, or that the Faculty Office promised to return your telephone call and failed to do so, or gave you some wrong information, or failed to amend your record on THESIS+ in line with your written instructions.

In general, it is always a good idea to try to resolve issues informally. But where this has not succeeded, or is not appropriate, (for example, you want to appeal against the decision of an Assessment or Award Board or of the Extenuating Circumstances Panel, or you need to complain) then you always have the option of using the University's formal processes. You can access these formal procedures on the University website www.staffs.ac.uk. Appeals are called 'Procedure for Review of an Examination Board Decision' and can be found by following the link http://www.staffs.ac.uk/images/rev_of_exam_board_tcm68-12688.pdf. The Extenuating Circumstances procedure can be found at www.staffs.ac.uk/images/extenuating_cir_tcm-15855.pdf. You can also locate the Student Complaints Procedure at www.staffs.ac.uk/images/complaints_tcm68-15862.pdf.

You should note, of course, that the complaints procedure is a two way process. You have an obligation as a student, and as a member of the University community, always to conduct yourself in an appropriate manner. At the most general level, this means an obligation always to behave in a way which does not cause distress or anxiety to others. Your obligations in this regard are spelt out more clearly in the document 'Regulations: General Student' (7.1 to 7.12), which you can also access via the University website at www.staffs.ac.uk/images/generalstudentregs_tcm68-12714.pdf. Appendix 3 of this document indicates the disciplinary procedures which ensue should you abrogate the code of conduct

If you would like advice on how to appeal or make a complaint, please contact either your Personal Tutor, or for independent advice contact either the Students' Union Advice Centre or Student Guidance Officer.

SUPPORTING DISABLED STUDENTS.

The University and the Faculty have embraced the implications of the Special Educational Needs and Disability Act 2001 (now effectively Part IV of the Disability Discrimination Act 1995), and of the Disability Discrimination Act 2005. We recognise that under this legislation we have a duty to anticipate the needs of any disabled student and to make reasonable adjustments to enable you to achieve the learning outcomes of your programme of study. The Faculty is participating in the University strategy to meet its obligations of promoting disability equality.

We want to make sure that, if you tell the University that you are a disabled person, we work together with you to meet your individual support needs. This is a shared responsibility between yourself and the University community and reflects our commitment to promoting equality for disabled people.

Faculty Support

Within your Faculty, there are designated members of staff, Disability Officers, whose role it is to support you through the academic part of your programme. In relation to supporting your learning, they can deal with your day-to-day issues, provide advice and guidance and can help you in making additional arrangements. Your Disability Officers is Dr Robert Round.

To this end, subject tutors share good practice concerning teaching, learning and assessment issues which arise from working with disabled students. This is done via peer review of teaching and subject meeting discussions.

Information about your disability is circulated, provided you have consented to this, to relevant tutors, so that they are aware of any necessary adjustments which may need to be made to your learning environment. Our reference point here is the assessment and statement of your needs by Disability Advisory Service. This information is also important to your personal tutor, who will agree with your 'personal evacuation plan' in the event of any emergency.

You should use the Student Staff Liaison Group (SSLG) meetings as an important mechanism for reporting any instances where the 'reasonable adjustments' you require to achieve the learning outcomes associated with your programme of study have been found wanting. The Faculty also has

representation on the University's Disability Forum, which shares good practice across the University and keeps itself informed of strategic issues as they arise.

Obviously you can also consult your Personal Tutor or the Faculty's Disability Co-ordinator if you need further advice or guidance

Disability Advisory Service

The Disability Advisory Service will work with you to ensure that the most comprehensive support package available to meet your individual needs is fully explored. We take our duty to make reasonable adjustments on your behalf seriously. Again, your responsibility is to work with us to achieve this and, if you haven't already done so, you should contact the Disability Advisory Service immediately. We can help you with some or all of the following:

- Support with your application for Disabled Students' Allowance and other sources of additional funding
- In conjunction with your Faculty, making individual examination and assessment arrangements
- Provision of information, advice and guidance on any disability related matter
- Negotiating specialist support if you have a sensory or mobility impairment
- Screening and diagnostic assessment for dyslexia
- Referral to other organisations, where appropriate

This list is not exhaustive; if you are not sure of something or it isn't mentioned above, contact the Disability Advisory Service for advice:

Telephone on: 01782 294977 (Stoke Campus) 01785 353302 (Stafford Campus)

Minicom: 01782 294564 Text to: 07766520358 e-mail to: e.l.jones@staffs.ac.uk

By post to: Disability Advisory Service
4/5 Winton Square
Station Road
Stoke on Trent ST4 2AD

or by calling into the Disability Advisory Service in Stoke between 9 – 5 Monday to Friday.

Students' Union

The Students' Union is also very active in supporting disabled people. They recognise your right to participate fully in all aspects of University life. For Further information, contact the Students' Union direct or join the Disabled Students' Association.

We realise that many disabled people have no wish to disclose their disability or do not recognise their impairments as a disability. We would, however, encourage you to disclose to us in order that the University can fully meet its' obligations. We also recognise that you may feel that you do not need support. The University has made many anticipatory changes to its facilities and practices and will continue to do so in order to remove the barriers experienced by disabled people. We need your help with this. If you wish to become involved in any way, please contact the Disability Advisory Service.

You can contact the Student's Union: In person at any of the Students' Union Offices or by telephone on: 01782 294469 (Stoke campus) 01785 353311(Stafford Campus)

TEACHING LEARNING AND ASSESSMENT

ATTENDANCE AND ABSENCE

Attendance for all **formal teaching** is **compulsory**. On some occasions, owing to illness or other commitments, your absence may be unavoidable. All tutors recognise this, and on such occasions you should have a word with the tutor concerned rather than to assume that no-one has noticed. If you cannot contact your tutor, you should leave a message with the Faculty Office.

Longer periods of absence due to illness will be covered by a sick note from your GP. In these cases you might need to claim extenuating circumstances (see below) in relation to your learning and assessment. Discuss this with your module or personal tutor. Your doctor's note will be a key piece of evidence required by the Extenuating Circumstances Panel in considering your claim.

The University regulations state that after four consecutive absences any tutor may exercise discretion in to withdrawing you from a module, in the absence of a valid reason such as illness.

If you are withdrawn from a core module for your award you will also be withdrawn from your award.

The University has a legal obligation to inform Local Education Authorities of students whose attendance or academic progress is not satisfactory, and payment of monies may be terminated. It is important that you discuss any difficulties with your Personal Tutor at an early stage so that you do not find yourself in this position.

LECTURES AND SEMINARS

Most lectures and seminars start on the hour. Although they are timetabled for an hour, the tutor will aim to finish after 50 minutes in order to allow you time to get to your next session. If tutors do not finish classes at ten minutes to the hour, do remind them to do so – and also raise this at SSLG if the problem persists.

ASSIGNMENTS

Minimum Mark Requirement for Assessments

The Faculty requires that in order to pass a module, you must obtain a minimum mark of at least 20% on each component of assessment.

Deadlines for coursework

You should check carefully the dates for the submission of any assignments you are required to do. If you have any queries, ask the module tutor concerned for clarification. Written assignments due in the assessment period must be submitted on or before the date you have been given by your Module Tutor. If you are unable to hand in a piece of work by the given date for a reason such as illness, you should talk to your tutor who will be able to advise you what to do (see 'Extenuating Circumstances' below)

The deadlines for the receipt of coursework will be stated in your module handbooks. It is important that you note that no coursework will be accepted after these dates unless there are extenuating circumstances (see below) and tutors cannot give deadline extensions beyond these dates. If you are making a claim for late submission due to extenuating circumstances, you have 10 working days from the original deadline in which to hand in your assignment. If you hand in work beyond the 10 working days, it will normally be classed as a non-submission even if your claim is upheld.

Ethical Clearance

In a few cases you will need to make sure that the work that you do for a particular module has appropriate ethical approval. This will only apply to cases where the activities you undertake to achieve the learning outcomes of the module involve research or work with other people where the issues of consent, confidentiality and the research participants' welfare are involved.

Normally, modules involving this kind of activity would only be available to Level 3 students where project or dissertation work or their equivalents is concerned.

In these cases your module tutor will ensure that appropriate ethical scrutiny of your project is undertaken before you have approval to begin work.

Handing in Your Assignments

You will always be required to hand in written assignments relating to Faculty of Computing Engineering and Technology to the appropriate Faculty Office either in Stafford or Stoke. Instructions for the submission of practical assignments will be included in the relevant module handbooks.

IT IS YOUR RESPONSIBILITY TO ENSURE THAT YOU SUBMIT ASSIGNMENTS ON TIME AND AT THE APPROPRIATE PLACE.

THE DEADLINE FOR SUBMITTING ASSIGNMENTS IS 3.30PM

Written assignments to be submitted to the Faculty Office should have stapled to them an *assignment receipt form*, available from the Office.

Please ensure that you fill in *all* sections, particularly the module title and tutor's name before coming into the Office to have it stamped; space is at a premium and the Office is very busy on assignment submission days. Nevertheless, you are advised to plan to submit your work in good time on these days.

Note that assignments are marked anonymously, and that you are asked to fold and stick down the right hand flap of the assignment receipt form to conceal your name before handing in your work to the Faculty Office. This is an important tool in helping to safeguard the integrity of the assessment process. Anonymous marking, however, is usually confined to conventional essay type assessments, as with other kinds of assessment (for example, an artefact or presentation report or dissertation) the tutor would normally be aware of the author's identity.

If you have a problem with dyslexia, make sure that you ask for one of the yellow labels (available from Faculty Office) to attach to your work to signal to the tutor that the assignment needs to be marked on content and understanding rather than on syntactical and grammatical competence.

The form you will complete is in duplicate. It is most important that you use a biro so that both copies are marked. Having completed it go into the Office where a member of staff will date stamp and sign both copies of the form and return one copy of it to you.

KEEP THIS SAFE! IT IS A RECEIPT, WHICH YOU CAN PRODUCE TO SHOW THAT YOU HAVE SUBMITTED YOUR ASSIGNMENT.

We would normally expect you to hand in your work in person, but recognise that this may not always be possible. If you are unable to hand in your written assignments in person, you can submit them via the post, using recorded delivery. This is important as should your work not arrive, we need to be able to find out what happened to it. All work which is submitted in this way will be dated according to the postmark.

YOU SHOULD ALSO NOTE THAT NO WORK WILL BE ACCEPTED WHICH HAS BEEN SENT BY FAX

Finally, it hardly needs to be said that it is always, of course, good practice to keep a hard or (backed up) electronic copy of any assignment you submit. Should the assignment you submitted get lost, then you will have the receipt to prove that you handed it in, and a copy to replace what has been lost.

EXAMINATIONS AND CLASS TESTS

Class Tests

If any of your modules are assessed either wholly or in part by class tests the tutor responsible for the module will inform you of the arrangements.

Examinations

If any of your modules are assessed either wholly or in part by examinations at the end of semester 2 then the relevant timetable details will be posted in the Faculty as soon as these have been confirmed by the Examination Office.

It is your responsibility to make yourself aware of the date, time and venue for your examinations.

The University publishes a *draft* examination timetable in January which will be posted on the University's web pages. You should look at this draft timetable to see if any of your examinations clash. If they do, you must report this to the Faculty Office by the deadline given. After this deadline, the university will make any necessary changes and a final version of the timetable will be published in March. You must check this in case any changes have been made to your examinations.

Special Examination Arrangements

If you have a medical or other difficulty, which might necessitate special examination arrangements, you should notify the Faculty Office well before the examination period, so that appropriate arrangements can be made. You should also ensure that you inform your Personal Tutor or Award Leader.

If you have undergone a formal assessment for a disability which indicates that special examination arrangements are required (for example, extra time or separate invigilation or an amanuensis) then the examinations office will already have details of your requirements – but it is still always a good idea to check with the Faculty Office to make sure that the arrangements are underway.

EXTENUATING CIRCUMSTANCES

We recognise that there may be times when you are unable to complete work due to circumstances beyond your control e.g. personal illness or personal difficulties. If you find yourself in such a position, you must make a claim for extenuating circumstances (EC). This is a system operated across the University to ensure that all students are treated fairly.

Claim forms can be collected from the Faculty Office and once completed should be handed in to that office. The form includes full instructions on how it should be completed and what kind of evidence you will need to support your claim.

Note that there are only three types of claim which you can make:-

- **'M', for 'mitigation'** which means that you were able to hand work in on time but its quality has been affected by your extenuating circumstances. If your claim is upheld you will be

given a 'further assessment opportunity' i.e. you can submit the assessment again to try for a better mark.

- **'L', for 'late'** which means that you are allowed an extra 10 working days (i.e. week days) to complete the assessment. If your claim is upheld and you submit your work within this time frame there is no mark penalty, but if you submit after the 10 days your work will be marked at zero.
- **'N', for 'non-submission'** which means that your circumstances were such that you were unable to submit the work at all at this assessment point. If your claim is upheld you will then be required to submit your work at the next assessment point (May for teaching block I; August for teaching block II.) No mark penalty will be incurred.

You must claim either 'M' or 'L' or 'N' against EACH element of assessment for EACH module you want to include in your claim. Attention to this detail is very important if the Faculty's Extenuating Circumstances Panel (ECP) is to make the correct decisions in relation to your claim.

If you experience difficulty in completing the form or with the process, please ask for advice in the Faculty Office, Students' Union Advice Centre or from the Student Guidance Officer.

The bases of any successful claim for EC are that:-

- the circumstances affecting your assessment were **unforeseeable or unpreventable**.
- you have provided evidence of these circumstances (e.g. a doctor's note, a statement from a student counsellor or practice nurse, a crime number and police contact, a death certificate, or, sometimes, a supporting statement from your personal tutor.)

Claims *likely* to be approved by the ECP include claims for sickness, personal or family issues (psychological, family illness or problems, relationship breakdown), university IT problems, work obligations for part-time students and chronic medical conditions or disability.

Claims *unlikely* to be approved include claims based on holiday commitments, traffic problems, financial difficulties, ignorance of assessment deadlines, poor time management, problems with personal IT equipment, acute medical conditions outside the assessment period, failure to provide appropriate evidence, foreseeable or preventable problems, minor illness and poor IT practice (e.g. failure to 'back-up' work).

Always remember to submit your claim for extenuation by the due dates advertised by the Faculty Office. Claims submitted after these dates are only considered at the particular discretion of the Chair of the ECP.

All claims are considered by the Faculty's ECP. This is chaired by Gordon Bancroft, one of the Programme Area Managers, and only he and the administrator(s) preparing the information will know the identity of any students submitting a claim.

You will be notified in writing of the result of your claim. If you are not happy with the Panel's decision, we suggest that you contact the Faculty office in the first instance. If you still feel that the

situation has not been satisfactorily resolved, then you can appeal in writing to the Dean of Students, Francesca Francis.

TEACHING LEARNING AND ASSESSMENT (TLA) AND DISABILITY

If you enter the University as a disabled student, or are assessed for a disability during your time as a student, a copy of your assessment is placed on your personal file, and the tutors with whom you come into contact will be apprised of your particular requirements (provided you have agreed to disclosure) in relation to TLA.

These details are circulated on a 'need to know' basis only.

If your statement indicates the need for special examination arrangements, you should contact the Faculty Office as soon as the draft examination timetable is posted the office.

If you are dyslexic, remember to ask at Faculty reception for a yellow sticker to attach to your coursework when you submit it. This sticker indicates to tutors that they should mark your work on content, knowledge and understanding rather than on your use of English.

ASSESSMENT

How is my work marked?

Essays and exams are marked on a scale of 1-15: grades 4-15 are passes and 1-3 fails. A full explanation of the grades is contained on page 8 of the 'Academic Award Regulations: Undergraduate Modular Framework' (http://www.staffs.ac.uk/images/ugrad_mod_fram_tcm68-12695.pdf). Your Module Handbooks will provide you with *marking criteria* i.e. an explanation of what you need to do to achieve these grades in relation to particular kinds of assignments.

All conventional forms of assessment (examinations and essays) are marked anonymously.

Students' work at Levels 2 and 3 is also 'internally moderated' (sample second marked) as well as 'externally moderated' by a subject based 'external examiner' – always someone who is an expert in the field, and usually a senior academic at another university.

The external examiner is responsible for ensuring that the marking is appropriate across the range modules comprising a particular subject area, and that the standards achieved by students on those modules are comparable with those of students on similar awards at other universities, as well as with the level and subject benchmarks established at the national level by the Quality Assurance Agency (QAA) for Higher Education.

Assessment Boards, attended by the relevant external examiner(s), confirm the marks for all modules in particular subject areas. These Boards meet in February and June of each year.

The Award Board, which meets in June, as well as determining the date by which any other failed

modules must be recovered (usually August, but it could be May of the following year if there are multiple fails), has some additional functions:-

- It can, if your profile of results is otherwise strong enough, compensate up to 30 credits of modules failed at Grade Points 3 and 2 per level (this means that your result for the module is recorded as a '4C'; you do not therefore have to resubmit any work)
- It determines the class of your degree if you are a final year student (see Section 1.6 and especially 1.6.3 at http://www.staffs.ac.uk/images/ugrad_mod_fram_tcm68-12695.pdf for an explanation of how this works)

It determines whether you have sufficient credits to progress as a full time student to Levels 2 and 3 (see here page 14 at http://www.staffs.ac.uk/images/ugrad_mod_fram_tcm68-12695.pdf

-) and below 'Progression to the Next Level of Your Award'

Plagiarism

Plagiarism is the use of the ideas and/or words of others without due acknowledgement. Plagiarism is an assessment offence, and carries major penalties.

In all work you must, of course, always avoid plagiarism. Plagiarism is defined in the University Regulations as: 'a candidate submitting the work of others as his/her own for the purposes of satisfying formal assessment requirements for coursework. ..' This regulation includes material from the Internet as well as library books and the work of other students. You must avoid the copying of another person's work without the use of quotation marks and/or acknowledgement of the source. Equally, summarising another person's work by simply changing a few words or the presentation without acknowledgement also constitutes plagiarism.

Guidance is available on avoiding plagiarism. Consult the Keyskills website (<http://www.staffs.ac.uk/keyskills/>) for details.

Within your Award, you will be also be given advice on how to reference works that you consult. The proper use of quotation marks and correct referencing of sources are the key defences to avoiding plagiarism.

We take a very serious view of plagiarism in the Faculty and if it is suspected there is a set process to be followed: The tutor suspecting plagiarism has occurred will consult with the Faculty Director for Learning and Teaching who will request the student concerned to attend for interview by the Faculty's Assessment Offences Panel.

At the interview the student concerned will be shown the source(s) from which the plagiarised passages in their assignment has been taken, and asked to explain how and why this occurred. Any student invited to such an interview may bring a friend or a representative from the Students' Union. If plagiarism is admitted the student will be asked to sign a declaration to that effect and the result will be reported to the Assessment and Award Boards and the Dean of Students / Academic Registrar. Where it is not admitted the case will be forwarded for the consideration of the Assessment Disciplinary Committee.

The Assessment Offences Panel will make a recommendation to the Assessment and Award Boards in relation to any penalties to be imposed for the offence, and any resubmission requirements. The Award Board, however, will take the final decision – on the penalty to be imposed and where a student's profile shows several offences, the Award Board may impose severe penalties.

For full details of the university regulations regarding the treatment of plagiarism, see the 'Academic Award Regulations: Procedure for Dealing with Breaches of Assessment Regulations: Academic Dishonesty' (http://www.staffs.ac.uk/images/academic-dishonesty_tcm68-12681.pdf)

What if I fail a module?

You are allowed 2 attempts at any one module: i.e. the original attempt and one retrieval opportunity. At the discretion of the Award Board, you may be offered the opportunity to retake the module with attendance if, having made use of the first retrieval opportunity, you have still not passed the module. This discretion is very important where you have failed a core module for the second time, and the Award Board takes care to make the appropriate decision.

If you achieve an overall grade point of 3 or less for any module you may be **referred**. This usually means that you will be required to **resubmit** coursework or **resit** an examination (or both depending upon the assessment mode for that module).

Please note that you cannot pass a module unless you have attempted **all** of the assessment components. You will not be required to repeat any elements you have passed.

The conditions for retrieving a failed module will be confirmed by the Award Board, which will have access to your profile across all modules. The Award Board also has the power to compensate a failed module (see above), but this is discretionary and depends upon many other factors. You should never *assume* that compensation will occur.

For more information about compensation, please see the 'Academic Award Regulations: Undergraduate Modular Framework' (page 12 at http://www.staffs.ac.uk/images/ugrad_mod_fram_tcm68-12695.pdf)

If you are referred in any assessment then the maximum grade point awarded for that assessment will be 4. The overall grade point for the module will have an 'R' attached to show that it is a retrieved module. So if you there was only one piece of assessment for a module, the mark for the module, if your resubmitted work passed, would be recorded as a 4R. If a module had two pieces of assessment each weighted at 50%, and you had passed one element at a grade point 6, and had to resubmit the other element, the overall mark would show as a 5R.

However, if there are documented extenuating circumstances (see above) which explain the non-submission of coursework or non-attendance at an exam or poor or failing performance, then the Award Board may allow you either a chance to submit the coursework or take the exam without penalty, or a further assessment opportunity to improve your performance.

When can I retrieve a failed module?

The Progress Review and Award Boards will set the date by which you are required to retrieve the fail. If you fail a module in the first teaching block, the Progress Review Board will ask you to retrieve this by the following May. If you fail a module in teaching block II, the Award Board (if it does not exercise its discretion to compensate) will ask you to retrieve this either mid to late August, or by May of the following year.

The exact dates will be on the University Calendar which is drawn up each year – and the Faculty Office will, anyway, inform you of the dates when it contacts you about your results and any referral recommendations.

But when you are planning your activities for the year, including holidays, you are advised to keep these weeks in August free just in case you are referred in a module *where you are required to take an examination*.

If your final attempt to retrieve a failed module is not successful, you will fail the module. The Award Board may, however, *at its discretion*, offer you one final attempt, with attendance.

This is particularly important where the module you have failed is a *core* module. If you do not pass any one of your core modules, you are no longer eligible for the award on which you are registered. Should you find yourself in the position where you have failed a core module for the second time and have not been allowed a third attempt, or have failed a core module for the third time, you should see your personal tutor as a matter of priority to see if there are other possibilities, such as changing awards, which still might allow you to progress and achieve a degree.

If the module you fail is an *option* module, then you may choose to *replace* it with another option module (However, this will depend on availability and your timetable.) Award-specific option modules may only be replaced by modules from the Award Specific Option list, and if you fail all the modules in that list you will not be able to continue on your award.

If you replace a module, then you regain the ‘lives’ allowed, but if you do this, the maximum grade point you can achieve is 4 and this will be recorded at 4+ to indicate that it is a replacement module.

What if I am unable to meet the submission deadline for my coursework?

Please see the section on ‘Extenuating Circumstances’ procedures above. You should note that your tutor cannot give you an extension to any deadlines.

Results

In the summer, your results will be posted on the Notice Board as soon as they have been confirmed by Award Boards and prepared for publication by the Faculty Office. Publication is done using student numbers rather than names in order to be compliant with the Data Protection Act.

In the summer, details of your results for the year will also be sent to your home address. You should notify the Faculty Office if this has changed from the home address on your enrolment form

or if you would like your results sent to another address.

PLEASE NOTE: IF YOU ARE CLASSED AS A DEBTOR BY THE UNIVERSITY, YOUR RESULTS WILL BE WITHHELD UNTIL WE ARE TOLD BY FINANCE THAT WE CAN RELEASE THEM.

This may mean that you will not receive details of referral work and this may impact on your progression to the next level of your award.

Collecting Your Work

Getting feedback from tutors on your coursework is a vital part of your learning. Once a module tutor has finished marking your work, and internal moderation has been completed, they will let you know that it is available for collection via the Faculty Office.

PROGRESSION TO THE NEXT LEVEL OF YOUR AWARD AND GRADUATION

The following information is intended to give you a quick outline of the University regulations governing progression and graduation. It is not exhaustive and you are recommended to look at the University's web pages for a fuller explanation. See 'Academic Award Regulations, Undergraduate Modular Framework', page 14 at http://www.staffs.ac.uk/images/ugrad_mod_fram_tcm68-12695.pdf

From Level 1 to Level 2

If you have passed 120 credits, you have successfully completed Level 1 and may proceed to Level 2.

If you have passed 90 or 105 credits (at least 75 of which are award specific credits), you may still proceed to Level 2 **BUT** must complete the outstanding 30 or 15 credits. Your results letter and profile you receive in the summer will tell you when you need to do these.

If you have less than 90 credits, or less than 75 award specific credits, you **CANNOT** proceed to Level 2 **UNLESS** you bring your credit total to a minimum of 90 (including 75 award specific credits) during the resit period. Any remaining credits required to complete the 120 required for Level 1 would then need to be taken during the next academic year alongside your Level 2 modules.

If you have either 90 or fewer than 90 credits you should **ALWAYS** discuss your situation with your personal tutor, who will advise you on the best way to proceed.

From Level 2 to Level 3

If you have a total of 240 credits from Levels 1 and 2, you have successfully completed Levels 1 and 2 and may proceed to Level 3.

If you have a total of 210 or 225 credits from Levels 1 and 2 including all required award specific Level 1 credits and at least 75 award specific credits at Level 2, you may still proceed to Level 3, **BUT** must complete the outstanding 30 or 15 credits. Your results letter and profile you receive in the summer will tell you when you need to do these.

If you have less than 210 credits from Levels 1 and 2 OR do not have all required award specific Level 1 credits and at least 75 award specific credits at Level 2, you **CANNOT** proceed to Level 2 **UNLESS** you bring your credit total to a minimum of 210, including all required award specific Level 1 credits and at least 75 award specific credits at Level 2 during the resit period. Any remaining credits required to complete your total of 240 credits would then need to be taken alongside your Level 3 modules.

If you have either 210 or fewer than 210 credits you should **ALWAYS** discuss your situation with your personal tutor, who will advise you on the best way to proceed.

Graduation

In order to be considered for a degree, you need to have studied 360 credits across all levels including at least the minimum number of specific credits required for your award. Your degree class is based on something called an overall score which we get by taking 30% of your Level 2 average (the total of all your level 2 module grades) and adding it to 70% of your Level 3 average. This then places you in a 'base' classification as follows:

<u>Overall Score</u>	<u>Degree Class</u>
13+	First
10.0 – 12.99	Upper Second (2:1)
7.0 – 9.99	Lower Second (2:2)
4.0 – 6.99	Third

May be eligible for award of Ordinary Degree

If you have met the requirements for your award you will be awarded at least your 'base' classification.

However, in certain circumstances, the Award Board can use its discretion to award you a higher classification. Among the things the Award Board will look at in exercising its discretion is your performance in your Level 3 award specific modules, any claims for extenuating circumstances and any modules which have been awarded a compensated pass.

Please remember that the information above is just to give you the briefest of guides to the key principles underpinning the classification of your degree. The University's web pages have the full academic award regulations and you should consult these if you want to know more. See the 'Academic Award Regulations: Undergraduate Modular Framework' Section 1.6, and especially 1.6.3 at http://www.staffs.ac.uk/images/ugrad_mod_fram_tcm68-12695.pdf

EMPLOYABILITY

One of the distinctive features of Staffordshire University is its focus on ensuring that its graduates

leave the university with a range of skills and experience that employers value. This commitment is enshrined in the University's 'employability policy' – a summary of which is provided immediately below:-

Staffordshire University Employability Policy – Summary

University Commitments

The Staffordshire University Employability Policy was approved by Academic Board in January 2004. Below is a summary of the commitments to students. A full version of the Policy, including the background and implementation, can be found at:
http://www.staffs.ac.uk/images/employability_policy_tcm68-12729.pdf

1 Work Experience, Volunteering and Projects

Aim: All students will have the opportunity to *gain work / community-related experience through the wealth of curriculum based and extra-curricular opportunities* available at the University.

From 2005/6 for Staffordshire University campus-based undergraduate awards

From January 2006 for SURF Awards

From 2006/7 for Staffordshire University campus-based postgraduate (taught & research) awards

The above awards will provide the opportunity for students to gain experience of the professional environment related to their field of study. This could be achieved through, for example, employer visits, project briefs set by employers or community organisations, employer based mentoring, and placements.

2 Transferable and Professional Skills Development

Aim: All students will have the opportunity to *enhance their professional skills* relevant to their discipline *and transferable skills* (such as problem-solving and analytical skills) through a combination of curricular and extra-curricular activities.

By 2004/5: All undergraduate and relevant postgraduate awards were mapped against the Award Outcomes, which means that they should develop students' transferable skills such as analysis, problem solving and communication.

3 Career Planning and Management Skills

Aim: All students will develop the ability to *make and implement realistic, well-informed decisions about their careers*.

From 2005/6 for Staffordshire University campus-based undergraduate awards

From January 2006 for SURF Awards

From 2006/7 for Staffordshire University campus-based postgraduate (taught & research) awards

All students will have access to career management skills through the curriculum. This could be through a specific module, embedded within different relevant modules, through PDP or a combination of these.

4 Learning, Reflection and Articulation through Personal Development Planning

Aim: All students will have the opportunity to engage in a Personal Development Planning programme while at the University, as well as having access to tailored support and relevant

opportunities.

From 2005/6 Staffordshire University Level 1 campus-based undergraduate awards:

All students will be able to engage in a continuous personal development planning process, which will encourage them to learn how to:

- Take responsibility for their own personal and professional development
- Identify areas for self development and set goals for that development
- Reflect continuously on their learning and skills development (gained from their academic, work-based and other experience both before and whilst at university)
- Articulate their learning (for example, to employers)

5 Enterprise and Entrepreneurship

Aim: Staffordshire University students will be encouraged to view starting and running a business as a genuine career choice, and where appropriate will gain access to practical support to make this happen.

From 2005/6 for Staffordshire University campus-based undergraduate awards

From January 2006 for SURF Awards

From 2006/7 for Staffordshire University campus-based postgraduate (taught & research) awards

All students who are interested will have support to develop their management skills and knowledge to help them start and grow successful businesses.

6 Accreditation

There is currently some provision for students to gain accreditation for employability-related activity through certain modules mentioned above. Some awards have external accreditation.

2005/6: The Academic Development Institute has implemented a new policy in relation to APEL. The new policy enables students to APL up to 75% of an award through either APEL or APCL. Students are encouraged to match either their accredited or experiential learning against module learning outcomes. In the case of APEL where there is a clear match students are asked to engage in a negotiated assessment in order to demonstrate they have successfully met the learning outcomes at the required level. There is also the opportunity for students to gain general credit through discrete Negotiated APL modules. In consultation with course leasers students negotiate learning outcomes commiserate with a specific level and credit, before submitting a negotiated assessment. More detailed information on APL is available in the policy document. http://www.staffs.ac.uk/images/apel_policy_tcm68-12703.pdf

7 Student Commitments

Students are expected to actively utilise the positive opportunities provided to them by the University to enhance their employability, while also at all time presenting themselves appropriately as representatives of Staffordshire University.

OPPORTUNITIES, RESOURCES, SUPPORT, GUIDANCE AND INFORMATION

In practice, this policy is delivered in the following ways:-

Learning Outcomes

Through ensuring that the Learning Outcomes of your degree map on to a grid of skills relating to (as a minimum) the acquisition of knowledge and understanding, learning, enquiry, analysis, problem solving, communication, application of knowledge and reflection. These ‘key skills’ are all ‘transferable’: that is to say, although you acquire them in relation to a specific subject while you are studying at university, they are skills which can be applied in other contexts and situations. This is why they are useful to employers.

Key Skills Websites

Through providing you with access to key skills resources: see <http://www.staffs.ac.uk/keyskills/> and <http://www.staffs.ac.uk/uniservices/infoservices/infozone/>

Key Skills Modules

Through introducing you to ‘Personal Development Planning’ (PDP) as an embedded part of your core curriculum at Level 1 of your award. PDP helps you systematically to address your profile of skills, identify areas of weakness, and to plan strategically to address them. Although the PDP begins at Level 1, you will have opportunities to continue to engage in this process throughout your time as an undergraduate, and are encouraged to do so. PDP also provides a way of recording your development in an accessible, permanent and reflective way. This is useful for you – and, potentially, during application/interview for employment.

The Careers and Employability Service

This enables you to make realistic and well-informed decisions about career choices; enhances your employability; provides you with professional staff who can offer support, guidance and information: and give you access to a good careers library.

Ground Floor, Cadman Building, Stoke. Tel: 01782 294991, E-mail careers@staffs.ac.uk

Ground Floor, Beacon Building, Stafford. Tel: 01785 353233. E-mail careers@staffs.ac.uk

Open: 09.00–17.00 Monday to Friday. Website (<http://www.staffs.ac.uk/services/careers/careersweb/home.htm>)

The Workbank

Provides part-time work to students while studying and offers graduate opportunities. Ground Floor, Cadman Building (next to Careers), Stoke.

Tel: 01782 294861, E-mail cbell@theworkbank.co.uk

Open 09.00 – 17.30 Monday to Friday. Website (<http://www.theworkbank.co.uk/>)

Sponte. Community Volunteer Scheme

A joint initiative run by the University and the Students’ Union which aims to provide interested students and staff members the opportunity to volunteer in their local community) (see <http://www.staffs.ac.uk/sponte/>). See also the opportunity to gain credit for volunteering work below via AM25413-1 ‘Volunteering: Action and Experience I’

EMPLOYABILITY OPPORTUNITIES

- (1) **E2 – The Station:** situated in the premises of the old Waterstones bookshop on Station Road in Stoke. Provides a wide range of facilities for staff and students and the wider community to assist with business start-up and enterprise. Running programme of events also offered Wednesday afternoons. Contact Helen A. Davis on 294187. E-mail H.A.Davis@exchange.staffs.ac.uk
- (2) **E2O** – Provides an opportunity to students to set up a business of their own during a work placement period. The idea is that a company will be formed, that will be continued throughout the final year of study. On graduation, this will then form the career path for the individual(s) concerned. Instead of going to work for a company, students will be working for themselves – in a company they have developed and nurtured, thereby maximising the chances of long-term success. The E2O scheme is designed to provide students with the facilities and resources necessary to undertake this initiative, such as top quality campus based accommodation, financial help and business support. Contact Chris Birch (C.J.Birch@staffs.ac.uk)
- (3) **HE Full Circle** – Helps you to start your own business by providing bursaries of up to £1000 for graduates, by putting you in touch with a business mentor, and by offering workshops on entrepreneurship. HE Full Circle will also help you to write a business plan, market your business and help you to engage with business support agencies. Contact Chris Garner on 07766 520335 or e-mail c.garner@staffs.ac.uk
- (4) **Enterprise Fellowship Scheme** – Designed to create high growth businesses by transferring technology from the University to the local economy. The main aim of EFS is to encourage potential entrepreneurs, who have links to any of the partner universities in the scheme, to develop a bright, innovative design or technology based idea into a viable business with growth potential. The EFS thus offers a one year placement on either a full time or part time basis during which you will have access to business advice and University facilities to help in progressing your business idea and in determining its commercial viability. The scheme offers a wide ranging package of support, including a personal interest free loan of up to £10,000 repayable over a five year period. Contact Research and Enterprise, The Octagon K162, 01785 353350
- (5) **National Council for Graduate Entrepreneurship** – the University sponsors places on the Council’s ‘Flying Start Rally’ each year. The Rally helps to unlock doors to accessing support, creates options, builds confidence, and enables you to ‘network’. Contact Alexandra Abbots on 01785 353329 or e-mail alex.abbotts@staffs.ac.uk
- (6) **Tech Transfer Office** – funded by Mercia Spinner, this is an initiative designed to provide advice and support to people in the West Midlands with innovative products, services or business ideas. Very useful for those with a business idea that could become a commercial success. Wide ranging support package available, including access to up to £15,000 for feasibility studies and up to a further £50,000 for post business formation support. Contact the Tech Transfer Office, 01785 353329 or e-mail alex.abbotts@staffs.ac.uk
- (7) **The University’s own ‘Enterprise Fest’** – a ‘one-stop-shop’ for the exciting world of entrepreneurship. Useful if you have a fantastic product idea but are unsure how to make it a reality. Go to www.enterprisefest.com for more details
- (8) **STEP and Staffordshire Graduate Link.** ‘STEP’ stands for Shell Technology Enterprise Programme. The programme matches selected students with the specific needs of small

businesses. Students would be responsible for a key development project for the host company and have the opportunity to research, create, improve and innovate. Projects would normally take place over eight weeks in July and August, but could be part-time during term time. Your contact is Peter Knight at the North Staffordshire Chamber of Commerce on 01782 202222.

(9) **Graduate Futures** – a free course for unemployed graduates. Open to graduates from any University. Courses run on a monthly basis from September onwards in Stoke and Stafford. Contact Clare Keegan on 01785 353247 or e-mail clare.keegan@staffs.ac.uk or call in to the Careers Office ground floor Cadman Building or go to www.staffs.ac.uk/graduatefutures

USEFUL CONTACTS

We have designed a Guide to provide simple and straightforward information on where to get advice and help on a range of issues. It provides information on the many services which the University and the Students' Union offer plus useful telephone numbers. The Guide will be kept up-to-date on the University website at <http://www.staffs.ac.uk/a2z4u> . We hope that you will find it useful.

APPENDIX A

BRIDGING ARRANGEMENTS

Introduction

Students who have gained a foundation degree may top this up to an honours degree by eighteen months' full-time study at either the Stafford or Stoke campus of the University. In their first semester these students will undertake a bridging period during which they will study four 15 credit modules before entering the final year of their chosen honours degree. Stafford-based students may start in the September following the award of their foundation degree whereas Stoke-based students may start in either September or the following January.

Rationale

The academic philosophy of the bridging period is that it should ensure that the students have achieved all the level I learning outcomes of the award on which they are registered and that it will enable them to fill in any gaps in their knowledge required for their final years' study. Some of these learning outcomes will have already been achieved during their foundation degree studies. The level H learning outcomes will be the same as for the chosen award. On completion of the course the students will achieve an honours degree which has BCS and IMIS accreditation.

Progression

In order to progress onto the final year of their chosen award students have to pass three out of the four modules taken in the bridging. Compensation can only be applied if 45 cats points have been achieved. Compensation will be allowed down to grade point 2. If a student has failed more than one module then they cannot be compensated. Failed modules must be re-taken at the next available opportunity.

BRIDGING MODULES FOR STAFFORD-BASED AWARDS:

Foundation Degree in Computing to BSc (Hons) Computing Science

- Systems Development Methods
- Professional and Enterprise Development
- Mathematics and Statistics for Computing Students
- Option module

The Option module may be chosen from amongst:

- Business Forecasting and Planning
- User Centred Systems Development
- Management and Planning
- Systems Programming and Computer Control Systems *
- Mathematics and Algorithmics
- Principles and Practice of Software Development
- Web Multimedia
- Fundamentals of Mobile Computing
- LAN Switching and WAN Networks (CISCO 3)

* requires prior study of Introduction to C programming

Foundation Degree in Business Information Technology to BSc (Hons) Information Systems

- Systems Development Methods
- Introduction to Multimedia and the Internet
- Professional and Enterprise Development
- User Centred Systems Development

Foundation Degree in Business Information Technology to BSc (Hons) Business Information Technology

- User Centered Systems Development
- Professional and Enterprise Development
- Business Forecasting and Planning
- Introduction to Multimedia and the Internet

BRIDGING MODULES FOR STOKE-BASED AWARDS:

Foundation Degree in Computing to BSc (Hons) Computing and Information Systems

- Introduction to Multimedia
- Applied Research Methods and Professional Development
- Information Systems Organisation and Management
- General Option

Foundation Degree in Computing to BSc (Hons) Computing and Multimedia Systems

- Introduction to Multimedia
- Applied Human Computer Interaction
- Applied Research Methods and Professional Development
- Developing Server Applications

Foundation Degree in Business Information Technology to BSc (Hons) Computing and Information Systems

- Introduction to Multimedia
- Applied Research Methods and Professional Development
- Information Systems Organisation and Management
- Programming Techniques 2

Foundation Degree in Business Information Technology to BSc (Hons) Computing and Multimedia Systems

- Introduction to Multimedia
- Applied Human Computer Interaction
- Applied Research Methods and Professional Development
- Developing Server Applications

Foundation degree in Business Information Technology to BSc (Hons) Information Systems and Internet Commerce

- Introduction to Multimedia
- Applied Research Methods and Professional Development
- E-Commerce
- Information Systems Organisation and Management

APPENDIX B

THE CISCO CERTIFICATION PROGRAM.

Staffordshire University is a CISCO authorized training center (ATC). Three modules offered as part of the Foundation Degree Awards incorporate material which corresponds to that required by the CISCO professional qualification, CISCO Certified Network Associate (CCNA) as shown in the table below.

Depending upon the facilities available at the centre, the student may be able to gain exemption from these professional CISCO qualifications by studying these modules and taking the appropriate form of assessment. If, after completing the award, the student has not completed the CISCO Program and wishes to become a CISCO Network Associate he/she can do so through further study and testing either at the University or at any other centre which offers these qualifications. The modules have been written in such a way that they may be delivered without either CISCO hardware or CISCO trained staff, but in this case they will not provide CISCO exemption.

Module Name	Cisco Level	Module Level
Introduction to IT and Communications Technology	1	1
Programmable Network Architectures	2	2
LAN Switching and WAN Networks	3 and 4	2