STAFFORDSHIRE
UNIVERSITY

# Faculty of Computing Engineering and Technology

# AWARD HANDBOOK 2009-10

*List of all award titles*

> *BSc/ BSc(Hons)/BEng(Hons)/MEng Computer Games Design*
> *BSc/ BSc(Hons) Computer Games Design and Programming*
> *BSc/ BSc(Hons) Multiplayer Online Game Design*
> *BSc/BSc(Hons) Games Audio Design*
> *BSc/BSc (Hons) Computer Games Design (Half Award)*
> *BSc/ BSc(Hons) Computer Games Design (Top Up)*

**Author: Bobbie Fletcher**
**Date of Issue: March 2009**

**Index**

1. Welcome to the Faculty
2. Useful Contacts and Resources
3. Glossary of Useful Terms
4. Aims of the Awards
5. Learning Outcomes of the Awards
6. Award Structure and Content
7. Teaching Learning and Assessment
8. Personal Development Planning and Personal Tutoring
9. Accreditation of Prior Learning
10. Award Specific Regulations

## 1.     Welcome to the Faculty

Welcome to the Faculty of Computing, Engineering and Technology at Staffordshire University. You are now a student in one of the largest such faculties in UK universities, and we are delighted that you are one of our students. The faculty is host to one of the first UK university computing provisions, to technology programmes that are amongst the leaders in the UK, and to an engineering scheme founded on large engineering employer needs. Your course of study will therefore be up to date and appropriate, will be serviced by well qualified staff, and will also be geared to preparing you for life and employment after university. Staffordshire University aims to 'create the difference' by helping all of its students to achieve what they want to in life.

As one of our students we expect you to work hard, to set high standards for yourself. To help you to succeed you will have access to excellent staff and facilities, and also to a range of student support services to help deal with your particular needs. Of course, in addition the academic, administration and technical staff that you come across as part of your studies will also be delighted to advise and support you. Your part is to take your study seriously, to set appropriate time aside for your study, and to make full use of lectures and other scheduled class contact. It is important to us that you are successful and that you go on to be a good ambassador for the university.

You are now part of the Faculty 'family', and we look forward to working with you to help you to 'create the difference'!

Very best wishes,

Professor Michael J Goodwin
Dean
Faculty of Computing, Engineering and Technology

## 2.     Useful Contacts and Resources

**Academic Contacts**

**Group Head**     Dr Bobbie Fletcher  C235 tel 01785 353204 email
b.d.fletcher@staffs.ac.uk

| **Award Leaders** | Computer Games Design | Bobbie Fletcher |
|---|---|---|
| | Computer Games Design and Programming | Bobbie Fletcher |
| | Multiplayer Online Games Design | Yvan Cartwright C215 |
| | Games Audio Design | Nia Wearn     C160 |
| | HND/Degree Top up | Alex Jackson  C160 |

**Final Year Project Co-ordinator -** Dan McCarthy, C160

A full list of academic staff contacts can be found on the Faculty website
http://www.staffs.ac.uk/fcet  at:
http://www.staffs.ac.uk/faculties//comp_eng_tech/new_students/General_Faculty_Infor
mation.jsp

**Administrative Contacts**

Award Administrator(s)     Kate Biggin K243

Student Advisor     Janice Kalisz Room K232, Octagon, 01785 353345
j.c.kalisz@staffs.ac.uk

A full list of administrative staff contacts can be found at
http://www.staffs.ac.uk/faculties//comp_eng_tech/new_students/General_Faculty_Infor
mation.jsp

Details of technical staff can be found at
http://www.staffs.ac.uk/faculties//comp_eng_tech/new_students/General_Faculty_Infor
mation.jsp

**Useful Internet Resources**

The Faculty website can be found at: http://www.staffs.ac.uk/fcet. Here you will find
details of timetables, contacts and news regarding the Faculty.

The Faculty aims to use Blackboard as an online learning environment, and information
on modules on which you are enrolled can be accessed from this. Note: you can only
get access to those modules that you are studying – if you cannot gain access to
material, it may be that you are not correctly enrolled on the module – make sure you let
your module tutor know.

Blackboard can be found at: http://blackboard.staffs.ac.uk

The library can be accessed from:
http://www.staffs.ac.uk/uniservices/infoservices/library/

# 3 Glossary of Useful Terms

| | |
|---|---|
| **Module** | A unit of study with a defined learning outcomes, curriculum and assessment. The module definition is to found in the module specification for the module. Each module has a number of Credits, associated with it. A single module is worth 15 Credits and notionally requires 150 hours of learning activity to complete. This learning activity being divided between time for class contact hours with staff, independent study and assessment. The number of allocated learning hours rises in proportion to the number of Credits attributed to a module at the rate of 10 hour per credit. All modules are multiples of the basic unit of 15 Credits. So for example, a double module will be worth 30 Credits and will have a learning time of 300 hours. |
| **Core module** | This is a module that you must take and pass to qualify for a given award title or range of titles. |
| **Award Option** | This is a module chosen from a list of Award Option modules. Award Option modules are studied in conjunction with the core modules and form the prescribed set of modules for a particular named award |
| **General Option** | This is a module which you can choose from a set of modules which have been designed to complement your Award. This is to allow you to broaden your knowledge and skills base if you wish by taking some supplementary studies in addition to your main subject area. |
| **Co-requisites** | Co-requisites are those modules that you must take as a package. All the Level C core modules can be considered to be co-requisites. We have defined co-requisites to make sure that there is sufficient shape and coherence in your programme of study to make it a rewarding and interesting experience. A corequisite is therefore a module which must be studied in addition to and normally at the same time as a particular module. |
| **Pre-requisites** | A pre-requisite is defined as a specific requirement that you must meet before you can take a module. In a similar way as entry to an Award was dependent on your achieving A-Level or BTEC passes for example, or having other prior knowledge, for some modules you will have to be 'qualified' to take them. This will normally mean studying for a module at an earlier level in the Award. Pre-requisites are specified to make sure that you have the knowledge and skills you will need to be successful in your chosen modules. Please refer to the Undergraduate Modular Framework Regulations for a more detailed description of this term in particular the distinction between the terms pre-requisites' and 'Special Admissions Requirements'. |
| **Disqualified Combinations** | Although rare, disqualified combinations are those modules which you cannot study together. This is normally because the content of the modules overlaps in some way, such that by taking both you would not cover the equivalent of two-modules learning. |
| **Grade ( Point )** | On completion of the assessment of a module, you will be assigned a grade for that module in the range 0 to 15. In considering your performance at the end of a Level, grades will be averaged to produce grade point average for the Level (weighted by the size of the module). Grade points run form 0 to 15, with 0-3 being fail grades. |
| **Level** | This indicates the academic level at which study is to be undertaken – Certificate level (module level 1), Intermediate level (module level 2) and Honours level (module level 3). Normally it corresponds to one year of study for full-time students. However, students may take modules from different levels at the same time, provided that they meet the requirements for their award. |
| **Teaching block** | A period of study into which the year is divided, that may include induction, learning, assessment and academic counseling. There are currently two teaching blocks in each academic year. |

## 4. Aims of the Award

This programme consists of a number of awards that are studied on a full time or part time basis. All named Awards lead to a Bachelor of Science BSc, Bachelor of Science with honours BSc (Hons) or Bachelor of Engineering with honours BEng (Hons) and for Computer Games Design a Masters, MEng.

The multi-disciplinary nature of these awards provides a range of graduates for the games, animation, and related entertainments industries.

The awards in this programme aim to give graduates extensive knowledge of the principles of technology and enlighten them to the possibility of applying more complex technological solutions to specific cases.

The main aim is employability. It is expected graduates will be able to compete for jobs in the following areas.

- Computer Games Design/Development
- Computer Games Publishing
- Interactive Multimedia Design
- Computer Graphic Imaging
- Computer based training and simulation
- Audio or narrative design for games

To achieve these programme aims we have a number of objectives to fulfil:

- To develop a theoretical understanding of design methodologies and encourage the students to use this as part of their own planning and design processes.

- To devise assessments that can be incorporated into a portfolio of work, showing the student's development over the course; the quality of their practical work and their ability to plan, reflect and make improvements as a result of reflection.

- To develop the ability to work successfully within a team that understands the workflow of the games or related industries.

### BSc (Hons)/BEng(Hons)/MEng  Computer Games Design

The aim of this award is to produce graduates who have the specific skills to work in the Games industry as Computer Games Animators or Computer Games 3D Modellers. The students' skills will allow students to work in an environment ranging from creating 3D models and animations to creating industry standard game/level designs and documentation.

To achieve this aim we have a number of objectives to fulfil:

- To develop the students' 3D modelling skills primarily in high polygon modelling with and option to also learn low polygon modelling (both used within the industry)

- To develop the students' 3D animation skills both in the areas of computer and character animation by both key framing and motion capture.

- To develop the students' skills at level design from the paper concept to a completed level within a games engine.

- To develop students' games production work flow, games documentation and project management skills.

- To develop students' to ability understand the business, marketing, and legal issues surrounding the different types of games contracts.

### BSc(Hons) Computer Games Design and Programming

The aim of this award is to produce graduates who have a strong games production skills and an understanding of both games modelling and games programming

To achieve this aim we have a number of objectives to fulfil:

- To develop the students' 3D modelling skills primarily in high polygon modelling with and option to also learn low polygon modelling (both used within the industry)

- To develop the students' programming skills in the areas of programming graphics and of programming both physics and AI for a games engine.

- To develop students' games production work flow, games documentation and project management skills.

- To develop students' ability to understand the business, marketing, and legal issues surrounding the different types of games contracts.

### BSc(Hons) Multiplayer Online Games Design

The aim of this award is to produce graduates who have broad and well rounded technical knowledge. A functional understanding of all of the opportunities, constraints, and diverse skillets required for developing multiplayer games on a range of platforms/infrastructures.

To achieve these aims the following objectives will be fulfilled:

- Give foundational understanding of game engine functionality and modification & traditional design through game engine software development kit.

- Build and develop game engine programming using high level languages, giving the opportunity to effortlessly integrate knowledge and creative thinking from other modules into real multiplayer game prototypes.

- Develop understanding of marketing strategies, psychology and a firm understanding of games production.

- Build and develop understanding/consideration brought about by sharing data via distributed network structures.

### BSc(Hons) Games Audio Design

The aim of this award is to produce graduates who have strong games audio design and programming skills and an understanding of both audio processing and computer music composition.

To achieve this aim we have a number of objectives to fulfil:

- To develop the students' audio design and programming skills, using both industry standard audio engines and understanding the tools required in build their own.

- To develop the students' programming skills in the areas of programming audio wavebanks and low level API (Application Programming Interface).

- To develop students' games production and narrative work flow, games documentation and project management skills.

- To develop students' ability to understand the processes and tools required to edit audio across a range of different software and hardware.

9

- To develop an understanding of music composition and the uses of computer music.

- To devise assessments that can be incorporated into a portfolio of work, showing the student's development over the course; the quality of their practical work and their ability to plan, reflect and make improvements as a result of reflection.

### *BSc/BSc (Hons) Computer Games Design (Half Award)*

The aim of this award is to produce graduates who have the specific skills to work in the Games industry as Computer Games 3D Modellers, who also have a speciality in another area of expertise. Their skills will allow them to work in an environment creating 3D models and animations and creating industry standard game designs and documentation.

To achieve this aim we have a number of objectives to fulfil:

- To develop the students' 3D modelling and animation skills using a variety of industry standard toolsets

- To develop students' games production work flow, games documentation and project management skills.

### *BSc/BSc (Hons) Computer Games Design (Top Up)*

This award is designed for students who have previously studied the HND Media Technology: Games Design or another appropriate HND award. The award comprises of 60 credits from level H and 30 from level I plus two options taken from the Computer Games Design award module list one from level H and one from either H or I.  Upon successful completion of this year award an ordinary degree is awarded.

The student then has the option to top up the award to make it a BSc(Hons) Computer Games Design with an additional full time half year of study comprising of two final year project modules and a Level H 15 Credits module.  Upon completion of the top up graduates will be qualified to work in an environment ranging from creating 3D models and animations to creating industry standard game/level designs and documentation

10

## 5.    Learning Outcomes of the Award

## Level Learning Outcome Statements: BSc (Hons)/BEng (Hons)/MEng Computer Games Design

| Common Learning Outcome Statements | Discipline Based Level Learning Outcome: *Certificate Level* | Discipline Based Level Learning Outcome: *Intermediate Level* | Non-Honours Degree* | Discipline Based Level Learning Outcome: *Honours Level* | Level M Masters Degree |
|---|---|---|---|---|---|
| Knowledge and Understanding | Demonstrate knowledge and understanding of the principles that under pin the structure of 3D modelling and Games engines | Show critical understanding of how established games design techniques and principles of 3D modelling used by others may be used for original production. | Show a systematic approach to the analysis of graphics in terms of dynamic modelling of 3D images and characters. | Show a systematic approach to the analysis of graphics in terms of dynamic modelling of 3D images and characters. | Demonstrate a systematic understanding and knowledge which is at the forefront of a specific computer games field |
| Learning | Make judgements of merit based on the concepts and principles gained | Show critical interpretation of the current level of knowledge and understanding | Demonstrate an understanding of the context of knowledge acquired | Demonstrate an understanding of the context of knowledge acquired | Demonstrate the independent learning ability required to advance knowledge and understanding and to develop new skills to a high level for continuing professional development |
| Enquiry | Show ability to evaluate and interpret technological information | Demonstrate an understanding of the methods and avenues of enquiry Games Design | Show a professional approach to research and information gathering | Show a professional approach to research and information gathering | Demonstrate a comprehensive understanding and critical evaluation of methodologies and techniques applicable to their own research or advanced scholarship |
| Analysis | Evaluate and interpret concepts and principles of Computer Games design documentation , level design and motion capture | Analyse the effectiveness of existing techniques and technology in terms of usefulness | Analyse the effectiveness of existing techniques and technology in terms of usefulness | Analyse the effectiveness of others and there own use of technology and techniques for specific production situations. | Evaluate of current research, advanced scholarship, contemporary problems and/or new insights. |
| Problem Solving | Understand and discriminate between different approaches used in 3D Modelling and Games Engines | Show the ability to critically appraise solutions of others | Demonstrate the ability to discern between a complete and incomplete solution to a technological problem | Demonstrate the ability to discern between a complete and incomplete solution to a technological problem | Evaluate complex issues both systematically and creatively, making sound judgements in the absence of complete data and employ appropriate decision making in complex situations. |
| Application | Undertake the fundamentals in the field of games design in an applied form | Apply prior knowledge and understanding in a practical and flexible manner to produce a Computer Games | Apply critical reasoning and argument to show the ability to apply concepts in different contexts | Apply critical reasoning and argument to show the ability to apply concepts in different contexts | Apply a practical knowledge of researched techniques |
| Reflection | Show the ability to be able to reflect upon approaches used in problem solving | Show the ability to be critical of the approaches used in problem solving | Demonstrate the ability to reflect on the effectiveness of specific technological solutions | Demonstrate the ability to reflect on the effectiveness of specific technological solutions | Reflect upon techniques used for problem solving in order to plan and implement tasks at a professional level |
| Communication | Communicate principles and concepts to support work undertaken in the field of Computer Games Design | Develop interpersonal skills and decide upon the appropriate style of communication | Communicate interpersonally either in the form of written or oral expression in a professional manner to a variety of audiences | Communicate interpersonally either in the form of written or oral expression in a professional manner to a variety of audiences | Communicate conclusions clearly to specialist and non specialist audiences |

## Level Learning Outcome Statements: BSc (Hons) Computer Games Design and Programming

| Common Learning Outcome Statements | Discipline Based Level Learning Outcome: *Certificate Level* | Discipline Based Level Learning Outcome: *Intermediate Level* | Non-Honours Degree* | Discipline Based Level Learning Outcome: *Honours Level* |
|---|---|---|---|---|
| Knowledge and Understanding | Demonstrate knowledge and understanding of the principles that under pin the structure of 3D modelling, software development and programming | Show critical understanding of how established games design techniques and principles of 3D modelling and programming physics used by others may be used for original production. | Show a systematic approach to the analysis of the games industry. | Show a systematic approach to the analysis of the games industry. |
| Learning | Make judgements of merit based on the concepts and principles gained | Show critical interpretation of the current level of knowledge and understanding | Demonstrate an understanding of the context of knowledge acquired | Demonstrate an understanding of the context of knowledge acquired |
| Enquiry | Show ability to evaluate and interpret technological information | Demonstrate an understanding of the methods and avenues of enquiry | Show a professional approach to research and information gathering | Show a professional approach to research and information gathering |
| Analysis | Evaluate and interpret concepts and principles of Computer Games design documentation and level design | Analyse the effectiveness of existing techniques and technology in terms of usefulness | Analyse the effectiveness of existing techniques and technology in terms of usefulness | Analyse the effectiveness of others and there own use of technology and techniques for specific production situations. |
| Problem Solving | Understand and discriminate between different approaches used in Computer Games production, both on the 3D modelling and on the programming sides | Show the ability to critically appraise solutions of others | Demonstrate the ability to discern between a complete and incomplete solution to a technological problems | Demonstrate the ability to discern between a complete and incomplete solution to a technological problem |
| Application | Undertake the fundamentals of games design in an applied form | Apply prior knowledge and understanding in a practical and flexible manner to produce a Computer Games in terms of documentation , modelling and programming | Apply critical reasoning and argument to show the ability to apply concepts in different contexts | Apply critical reasoning and argument to show the ability to apply concepts in different contexts |
| Reflection | Show the ability to be able to reflect upon approaches used in problem solving | Show the ability to be critical of the approaches used in problem solving | Demonstrate the ability to reflect on the effectiveness of specific technological solutions | Demonstrate the ability to reflect on the effectiveness of specific technological solutions |
| Communication | Communicate principles and concepts to support work undertaken in the field of Computer Games Production | Develop interpersonal skills and decide upon the appropriate style of communication | Communicate interpersonally either in the form of written or oral expression in a professional manner to a variety of audiences | Communicate interpersonally either in the form of written or oral expression in a professional manner to a variety of audiences |

## Level Learning Outcome Statements: BSc (Hons) Multiplayer Online Games Design

| Common Learning Outcome Statements | Discipline Based Level Learning Outcome: *Certificate Level* | Discipline Based Level Learning Outcome: *Intermediate Level* | Non-Honours Degree* | Discipline Based Level Learning Outcome: *Honours Level* |
|---|---|---|---|---|
| Knowledge and Understanding | Demonstrate knowledge and understanding of the underlying principals required to rapid prototype 2D games using High Level languages (HLL) and multiplayer game design | Demonstrate a unified understanding of the many processes and knowledge that make up a multiplayer game design. | Demonstrate a systematic and balanced understanding of key aspects of advanced Multiplayer games design that considers the full ramifications to the production pipeline. | Demonstrate a systematic and balanced understanding of key aspects of advanced Multiplayer games design that considers the full ramifications to the production pipeline. |
| Learning | Develop lines of argument and make judgement based multiplayer games design, workflow and production pipeline. | Show critical interpretation of the current level of knowledge and understanding | Demonstrate an understanding of the context of knowledge acquired | Demonstrate an understanding of the context of knowledge acquired |
| Enquiry | Show the ability to evaluate and interpret design theories and practices in order to create innovative multiplayer game designs. | Demonstrate the ability to balance informed problem solving across a range of disciplines against the requirement for creative solutions. | Show a professional approach to research | Show a professional approach to research |
| Analysis | Analyse and interpret the scope of technical and design parameters. | Research and rationalise functional multiplayer games design issues in order to have a clear understanding of what is required for the development of new and innovative solutions. | Research and rationalise functional multiplayer games design issues in order to have a clear understanding of what is required for the development of new and innovative solutions. | Show the ability to analyse a problem through critical thinking and constructive argument backed by data and research. |
| Problem Solving | Evaluate the appropriateness of different approaches to solving programming and design issues. | Identify and solve problems appropriate to the task, be they creative or technical | Develop the skills necessary to understand and analyse a problem in order to create a complete technological solution | Develop the skills necessary to understand and analyse a problem in order to create a complete technological solution |
| Application | Demonstrate the ability to translate and manipulate traditional game designs into 2D and 3D games. | Apply creative and informed decision making with practical and yet flexible choices that are driven design goals. | Apply critical reasoning and argument to show the ability to apply concepts in different contexts | Apply critical reasoning and argument to show the ability to apply concepts in different contexts |
| Reflection | Demonstrate the ability to reflect on your creative process and final design. Against that of recognised industry professionals. | Show the ability to be critical of the approaches used in problem solving and know when to use one method over another. | Demonstrate the ability to reflect on the effectiveness of specific technological solutions | Demonstrate the ability to reflect on the effectiveness of specific technological solutions |
| Communication | Communicate coherent arguments to support work undertaken in the field multiplayer game design | Develop interpersonal skills and demonstrate an appropriate style of communication | Communicate interpersonally either in the form of written and oral expression in a professional manner to a variety of audiences | Communicate interpersonally either in the form of written and oral expression in a professional manner to a variety of audiences |

## Level Learning Outcome Statements: BSc (Hons) Games Audio Design

| Common Learning Outcome Statements | Discipline Based Level Learning Outcome: *Certificate Level* | Discipline Based Level Learning Outcome: *Intermediate Level* | Non-Honours Degree* | Discipline Based Level Learning Outcome: *Honours Level* |
|---|---|---|---|---|
| Knowledge and Understanding | Demonstrate knowledge and understanding of the underlying principals required to compose and process sound for games | Demonstrate a unified understanding of the many processes and knowledge that make up the link between games engines and audio engines | Demonstrate a systematic and balanced understanding of key aspects of advanced audio engine programming and studio techniques and technologies that considers the full ramifications to the production pipeline. | Demonstrate a systematic and balanced understanding of key aspects of advanced audio engine programming and studio techniques and technologies that considers the full ramifications to the production pipeline. |
| Learning | Develop lines of argument and make judgement based on audio composition and the game production pipeline. | Show critical interpretation of the current level of knowledge and understanding | Demonstrate an understanding of the context of knowledge acquired | Demonstrate an understanding of the context of knowledge acquired |
| Enquiry | Show the ability to evaluate and interpret design theories and practices in order to create innovative audio wave banks | Demonstrate the ability to balance informed problem solving across a range of disciplines against the requirement for creative solutions. | Show a professional approach to research | Show a professional approach to research |
| Analysis | Analyse and interpret the scope of technical and design parameters as regards to audio composition and the production of audio wavebanks for use in the games engine. | Research and rationalise functional games design issues in order to have a clear understanding of what is required for the development of new and innovative solutions. | Research and rationalise functional games design issues in order to have a clear understanding of what is required for the development of new and innovative solutions. | Show the ability to analyse a problem through critical thinking and constructive argument backed by data and research. |
| Problem Solving | Evaluate the appropriateness of different approaches to solving audio for games issues. | Identify and solve problems appropriate to the task, be they creative or technical | Develop the skills necessary to understand and analyse a problem in order to create a complete technological solution | Develop the skills necessary to understand and analyse a problem in order to create a complete technological solution |
| Application | Demonstrate the ability to compose, manipulate and demonstrate audio for games. | Apply creative and informed decision making with practical and yet flexible choices that are driven design goals. | Apply critical reasoning and argument to show the ability to apply concepts in different contexts | Apply critical reasoning and argument to show the ability to apply concepts in different contexts |
| Reflection | Demonstrate the ability to reflect on your creative process and final design. Against that of recognised industry professionals. | Show the ability to be critical of the approaches used in problem solving and know when to use one method over another. | Demonstrate the ability to reflect on the effectiveness of specific technological solutions | Demonstrate the ability to reflect on the effectiveness of specific technological solutions |
| Communication | Communicate coherent arguments to support work undertaken in the field games audio design | Develop interpersonal skills and demonstrate an appropriate style of communication | Communicate interpersonally either in the form of written and oral expression in a professional manner to a variety of audiences | Communicate interpersonally either in the form of written and oral expression in a professional manner to a variety of audiences |

## Level Learning Outcome Statements: BSc/BSc (Hons) Computer Games Design (Half Award)

| Common Learning Outcome Statements | Discipline Based Level Learning Outcome: *Certificate Level* | Discipline Based Level Learning Outcome: *Intermediate Level* | Non-Honours Degree* | Discipline Based Level Learning Outcome: *Honours Level* | Level M Masters Degree |
|---|---|---|---|---|---|
| Knowledge and Understanding | Demonstrate knowledge and understanding of the principles that under pin the structure of 3D modelling, | Show critical understanding of how established games design techniques and principles of 3D modelling used by others may be used for original production. | Show a systematic approach to the analysis of graphics in terms of dynamic modelling of 3D images and characters. | Show a systematic approach to the analysis of graphics in terms of dynamic modelling of 3D images and characters. | Demonstrate a systematic understanding and knowledge which is at the forefront of a specific computer games field |
| Learning | Make judgements of merit based on the concepts and principles gained | Show critical interpretation of the current level of knowledge and understanding | Demonstrate an understanding of the context of knowledge acquired | Demonstrate an understanding of the context of knowledge acquired | Demonstrate the independent learning ability required to advance knowledge and understanding and to develop new skills to a high level for continuing professional development |
| Enquiry | Show ability to evaluate and interpret technological information | Demonstrate an understanding of the methods and avenues of enquiry Games Design | Show a professional approach to research and information gathering | Show a professional approach to research and information gathering | Demonstrate a comprehensive understanding and critical evaluation of methodologies and techniques applicable to their own research or advanced scholarship |
| Analysis | Evaluate and interpret concepts and principles of Computer Games design documentation. | Analyse the effectiveness of existing techniques and technology in terms of usefulness | Analyse the effectiveness of existing techniques and technology in terms of usefulness | Analyse the effectiveness of others and there own use of technology and techniques for specific production situations. | Evaluate of current research, advanced scholarship, contemporary problems and/or new insights. |
| Problem Solving | Understand and discriminate between different approaches used in 3D Modelling | Show the ability to critically appraise solutions of others | Demonstrate the ability to discern between a complete and incomplete solution to a technological problem | Demonstrate the ability to discern between a complete and incomplete solution to a technological problem | Evaluate complex issues both systematically and creatively, making sound judgements in the absence of complete data and employ appropriate decision making in complex situations. |
| Application | Undertake the fundamentals in the field of games design in an applied form | Apply prior knowledge and understanding in a practical and flexible manner to produce a Computer Games | Apply critical reasoning and argument to show the ability to apply concepts in different contexts | Apply critical reasoning and argument to show the ability to apply concepts in different contexts | Apply a practical knowledge of researched techniques |
| Reflection | Show the ability to be able to reflect upon approaches used in problem solving | Show the ability to be critical of the approaches used in problem solving | Demonstrate the ability to reflect on the effectiveness of specific technological solutions | Demonstrate the ability to reflect on the effectiveness of specific technological solutions | Reflect upon techniques used for problem solving in order to plan and implement tasks at a professional level |
| Communication | Communicate principles and concepts to support work undertaken in the field of Computer Games Design | Develop interpersonal skills and decide upon the appropriate style of communication | Communicate interpersonally either in the form of written or oral expression in a professional manner to a variety of audiences | Communicate interpersonally either in the form of written or oral expression in a professional manner to a variety of audiences | Communicate conclusions clearly to specialist and non specialist audience |

15

## Level Learning Outcome Statements: BSc/BSc (Hons) Computer Games Design (Top Up)

| Common Learning Outcome Statements | Non-Honours Degree* | Discipline Based Level Learning Outcome: *Honours Level* |
|---|---|---|
| Knowledge and Understanding | Show a systematic approach to the analysis of graphics in terms of dynamic modelling of 3D images and characters. | Show a systematic approach to the analysis of graphics in terms of dynamic modelling of 3D images and characters. |
| Learning | Demonstrate an understanding of the context of knowledge acquired | Demonstrate an understanding of the context of knowledge acquired |
| Enquiry | Show a professional approach to research and information gathering | Show a professional approach to research and information gathering |
| Analysis | Analyse the effectiveness of existing techniques and technology in terms of usefulness | Analyse the effectiveness of others and there own use of technology and techniques for specific production situations. |
| Problem Solving | Demonstrate the ability to discern between a complete and incomplete solution to a technological problem | Demonstrate the ability to discern between a complete and incomplete solution to a technological problem |
| Application | Apply critical reasoning and argument to show the ability to apply concepts in different contexts | Apply critical reasoning and argument to show the ability to apply concepts in different contexts |
| Reflection | Demonstrate the ability to reflect on the effectiveness of specific technological solutions | Demonstrate the ability to reflect on the effectiveness of specific technological solutions |
| Communication | Communicate interpersonally either in the form of written or oral expression in a professional manner to a variety of audiences | Communicate interpersonally either in the form of written or oral expression in a professional manner to a variety of audiences |

## 6. Award Structure and Content

The awards in this programme are normally offered as full time, but can be done part time on an individual basis. The awards usually lasts three years full time, except in the case where the student opts to take a supervised year in industry or they opt to follow the MEng route where it is offered. In that case the duration is four years. By taking part in the optional work placement and then also taking the MEng route the course duration would be five years.

Key

C     CORE module - must be taken
ü     Option –Must choose one

## Level 1

| Teaching Block 1 | In course Assessment (%) | Exam/Class Test (%) | Computer Games Design | Computer Games Design and Programming | Multiplayer Online Games Design | Games Audio Design | Computer Games Design (Half award) |
|---|---|---|---|---|---|---|---|
| CE01029-1 Introduction to 3D Modelling for Games 1A | 100 | | C | C | | | C |
| CE01031-1 Games Engines and Physics 1A | 100 | | C | | C | | |
| CE00010-1 Computer Games Design 1A: Design Documentation (15) | 100 | | C | C | C | C | C |
| CE00466-1 Motion Capture(15) | 100 | | C | ü | | | ü |
| CE00371-1 Introduction to Software Development (15) | 100 | | | C | | C | |
| CE00369-1 Introduction to Computer Games and Graphical Systems (15) | 70 | 30 | | ü | | | |
| CE00126-1 Introduction to Networking with LANs and WANs (15) | 100 | | | | C | | |
| CE00738-1 Multiplayer Games Prototyping 1A: Introduction to 2D Games Scripting (15) | 100 | | | | C | | |
| CE00520-1 Composition Techniques | 100 | | | | | C | |
| CE00146-1 Audio Processing | 100 | | | | | C | |
| | | | | | | | |
| University General Elective | | | | ü | | | |

| | Teaching Block 2 | Special Admissions Requirement | In course Assessment (%) | Exam/Class Test (%) | Computer Games Design | Computer Games Design and Programming | Multiplayer Online Games Design | Games Audio Design | Computer Games Design (Half award) |
|---|---|---|---|---|---|---|---|---|---|
| CE01030-1 | Introduction to 3D Modelling for Games 1B | None | 100 | | C | C | | | C |
| CE01032-1 | Games Engines and Physics 1B | None | 100 | | C | | C | | |
| CE00014-1 | Computer Games Design 1B : Level Design (15) | None | 100 | | C | C | C | ü | ü |
| CE00467-1 | Geometry and Dynamic Character Design (15) | None | 100 | | ü | ü | | | |
| CE00448-1 | Comparative Physiology for Animatronics (15) | None | 100 | | ü | ü | | | |
| CE00882-1 | Object Orientated and Event Driven Programming | CE00371-1 | 30 | 70 | | C | | ü | |
| CE00056-1 | Introduction to Programming 3D Applications | CE00882-1 | 70 | 30 | | ü | | | |
| CE00739-1 | Introduction to Naratology | None | 100 | | ü | ü | ü | ü | ü |
| CE00737-1 | Multiplayer Games Prototyping 1B: Scripting 2D Games Connectivity (15) | CE00738-1 | 100 | | | | C | | |
| CE00462-1 | Introduction to 3D Modelling | None | | | | | ü | | |
| CE00522-1 | Computer Sound and Acoustamatics A | CE00520-1 | | | | | | C | |
| CE00146-1 | Audio Processing | None | 100 | | | | | C | |
| CE00141-1 | The Music Business | None | 100 | | | | | ü | |
| CE01023-1 | Introduction to Audio Engine Design | None | 100 | | ü | ü | ü | C | ü |
| | | | | | | | | | |
| | University General Elective | | | | ü | ü | ü | ü | ü |
| | | | | | | | | | |

# Level 2

| | Teaching Block 3 | Special Admissions Requirement | In course Assessment (%) | Exam/Class Test (%) | Computer Games Design | Computer Games Design and Programming | Multiplayer Online Games Design | Games Audio Design | Computer Games Design (Half award) |
|---|---|---|---|---|---|---|---|---|---|
| CE00547-2 | 3D Facial Modelling (15) | CE00079-1 | 100 | | C | | | | ü |
| CE00541-2 | 3D Computer Animation (15) | **CE00079-1** | 100 | | C | C | | | C |
| CE00074-2 | 3D modelling for Film(15) | None | | | ü | | | | ü |
| CE00015-2 | Computer Games Design 2A: High Concept and Preproduction (15) | None | 100 | | C | C | C | ü | C |
| CE00386-2 | Windows Games Programming (15) | CE00371-1 and CE00396-1 | 50 | 50 | | C | | ü | |
| CE00849-2 | Further Programming for 3D Applications | CE00056-1 & CE00882-1 | 50 | 50 | | ü | | | |
| CE00375-2 | Fundamentals of Mobile Computing (15) | None | 50 | 50 | | | ü | | |
| CE00881-2 | LAN Switching and WAN Networks (15) | CE00126-1 or CE00357-2 | 50 | 50 | | | C | | |
| CE00656-2 | 2D Games Texturing (15) | 3DSMax/ Photoshop | 100 | | ü | ü | ü | | ü |
| CE00741-2 | Multiplayer Games Prototyping 2A:Introduction to 3D Scripting (15) | CE00737-1 | | | | | C | | |
| CE00644-2 | Character Rigging | 3DSMax or Maya | 100 | | ü | ü | ü | | ü |
| CE00521-2 | Computer Sound and Acoustamitics B | CE00522-1 | 100 | | | | | C | |
| CE00136-2 | Studio Technology | CE00146-1 | 100 | | | | | C | |
| CE00613-2 | Film Sound and Foley | None | 100 | | | | | ü | |
| CE00742-2 | Games Engine Modification | None | | | | ü | | C | |
| CE00468-2 | Advanced Games and Physics Engines | 3D Modelling and Games Engines | | | ü | | ü | | |
| | | | | | | | | | |
| | University General Option | | | | ü | ü | ü | ü | ü |

| Code | Teaching Block 4 | Special Admissions Requirement | In course Assessment (%) | Exam/Class Test (%) | Computer Games Design | Computer Games Design and Programming | Multiplayer Online Games Design | Games Audio Design | Computer Games Design (Half award) |
|---|---|---|---|---|---|---|---|---|---|
| CE00546-2 | 3D Body Modelling (15) | CE00079-1 | 100 | | C | | | | |
| CE00540-2 | 3D Character Animation (15) | CE00079-1 | 100 | | C | C | | | C |
| CE00078-2 | 3D Graphics Technology for film (15) | CE00074-2 | 100 | | ü | | | | ü |
| CE00017-2 | Computer Games Design 2B: Production and Testing (15) | CE00015-2 | 100 | | C | C | C | C | ü |
| CE00085-2 | Time Based Multimedia (15) | None | 100 | | ü | | | | ü |
| CE01036-2 | MMOG Services and Communities | None | 100 | | ü | ü | C | ü | ü |
| CE00545-2 | Optical Motion Capture (15) | CE00466-1 | 100 | | ü | ü | | | ü |
| CE00851-2 | Programming Physics engines and AI for Games (15) | CE00882-1 | 50 | 50 | | C | | | |
| CE00341-2 | AI Methods | CE00882-1 | 50 | 50 | | ü | | | |
| CE00736-2 | Multiplayer Games Prototyping 2B: Scripting 3D Games Connectivity (15) | CE00741-2 | 100 | | | | C | | |
| CE00144-2 | Studio Techniques | CE00136-2 | 100 | | | | | C | |
| CE00763-2 | Music Promotion and Marketing | None | 100 | | | | | ü | |
| CE01024-2 | Advanced Audio Engine Design | CE01023-1 | 100 | | ü | ü | ü | C | ü |
| CE00768-2 | Advanced Narratology | None | 100 | | ü | ü | C | C | ü |
| | | | | | | | | | |
| | University General Option | | | | ü | ü | ü | ü | ü |
| | | | | | | | | | |

# Level 3

| | Teaching Block 5 | Special Admissions Requirement | In course Assessment (%) | Exam/Class Test (%) | Computer Games Design | Computer Games Design and Programming | Multiplayer Online Games Design | Games Audio Design | Computer Games Design (Half Award) |
|---|---|---|---|---|---|---|---|---|---|
| CE00651-3 | Entertainment Research Project Dissertation (LD) | | 100 | | C | C | C | C | |
| CE01033-3 | Advanced Modelling Portfolio | Intro to 3D | 100 | | C | | ü | | C |
| CE00180-3 | Work Placement Module (15) | Work placement | 100 | | ü | | | | ü |
| CE00086-3 | Multimedia Scripting (15) | CE00085-2 | 100 | | ü | | | | ü |
| CE00084-3 | Audio for Computer Games (15) | None | 100 | | ü | | ü | C | ü |
| CE74025-3 | Preparation for Teaching | None | 100 | | ü | | | | ü |
| CE00548-3 | Advanced Multiplayer Online Games | CE00469-2 or equivalent | 100 | | ü | ü | | | ü |
| CE00385-3 | AI Engines for Games | CE00371-1 and CE00396-1 | 50 | 50 | | C | | | |
| CE00747-3 | Games Business and Legal Issues | None | 100 | | ü | C | C | ü | ü |
| CE00654-3 | Hand Held Games Design | 3DSMax /Maya experience | 100 | | C | ü | ü | | ü |
| CE00655-3 | Lighting Techniques | CE00079-1 | 100 | | ü | | | | ü |
| CE00618-3 | Computer Sound and Multimedia | CE00522-1& CE00521-2 | 100 | | | | | C | |
| CE00617-3 | Mixing and Production Techniques | None | 100 | | | | | ü | |
| CE00011-3 | DVD Technology | None | 50 | 50 | | | | ü | |
| CE01035-3 | Mulltiplayer GUI Design | | 100 | | | | C | | |
| CE01037-3 | Character Rigging for Games | | 100 | | ü | ü | | | ü |
| | | | | | | | | | |
| | University General Option | | | | ü | ü | ü | ü | ü |
| | | | | | | | | | |

| Mod No | Title **Teaching Block 6** | Special Admissions Requirement | In course Assessment (%) | Exam/Class Test (%) | Computer Games Design | Computer Games Design and Programming | Multiplayer Online Games Design | Games Audio Design | Computer Games Design (Half Award) |
|---|---|---|---|---|---|---|---|---|---|
| CE00651-3 | Entertainment Research Project Dissertation (LD) | | 100 | | C | C | C | C | |
| CE00652-3 | Entertainment Project Portfolio (15) | | 100 | | C | C | C | C | |
| CE01034-3 | Advanced Modelling in a Games Engine | Intro to 3D and Games Engine | 100 | | C | | ü | | C |
| CE00011-3 | DVD Technology (15) | CE00081-1 or CE00012-1 or equivalent | 50 | 50 | ü | | | | ü |
| CE00531-3 | Motion Capture Data Handling (15) | CE00466-1 or CE00545-2 | 100 | | ü | ü | | | ü |
| CE00180-3 | Work Placement Module (15) | A work placement | 100 | | ü | | | | ü |
| CE00461-3 | On-Line Gaming (15) | None | 100 | | | ü | | | |
| CE00767-3 | Narrative for MMORPG (15) | None | 100 | | ü | ü | ü | ü | ü |
| CE00769-3 | Computer Games Marketing (15) | None | 100 | | ü | C | C | ü | ü |
| CE00391-3 | Advanced Windows Games Programming | CE00386-2 | 50 | 50 | | ü | | ü | |
| CE01025-3 | Audio Engine Programming | CE01024-2 | | | | ü | | C | ü |
| CE00133-3 | Music Processing and Mastering | CE00617-3 | 50 | 50 | | | | ü | |
| | | | | | | | | | |
| | | | | | | | | | |
| | University Option | | | | ü | ü | | | |

## MEng Level

| | MEng<br><br>Teaching Block 7 | In course Assessment (%) | Exam/Class Test (%) | Computer Games Design |
|---|---|---|---|---|
| CE00064-4 | Project (15) | 100 | | C |
| CE00275-M | Interface and Platform Development  (15) | 100 | | C |
| CE00274-M | Ludology 1 (15) | 100 | | C |
| CE00653-M | Games Creation (LT) | 100 | | C |
| | | | | |
| | **Teaching Block 8** | | | |
| CE00064-4 |  Project (45) | 100 | | C |
| CE00426-M | Ludology 2 (15) | 100 | | C |
| CE00653-M | Games Creation (LT) | 100 | | C |

## Top Up to Degree

| Mod No | Title<br><br>Teaching Block 5 | Special Admissions Requirement | In course Assessment (%) | Exam/Class Test (%) | Computer Games Design |
|---|---|---|---|---|---|
| CE01033-3 | Advanced Modelling Portfolio | Intro to 3D | 100 | | C |
| CE00654-3 | Hand Held Games Design | 3DSMax /Maya experience | 100 | | C |
| CE00656-2 | 2D Games Texturing (15) | 3DSMax/ Photoshop | 100 | | C |
| CE01037-3 | Character Rigging for Games | 3D at Intermediate Level | 100 | | ü |
| CE00084-3 | Audio for Computer Games (15) | None | 100 | | ü |
| | | | | | |
| | Teaching Block 6 | | | | |
| CE00008-3 | Advanced Modelling in the Games Engine | Intro to 3D and Games Engine | 100 | | C |
| CE00769-3 | Computer Games Marketing (15) | None | 100 | | C |
| CE00085-2 | Time Based Multimedia (15) | None | 100 | | C |
| CE01036-2 | MMOG Services and Communities | None | 100 | | ü |
| CE00011-3 | DVD Technology (15) | CE00081-1 or CE00012-1 or equivalent | 50 | 50 | ü |
| | | | | | |

# Top up to Honours Degree

| Mod No | Title | Special Admissions Requirement | In course Assessment (%) | Exam/Class Test (%) | Computer Games Design |
|---|---|---|---|---|---|
| | **Teaching Block 7** | | | | |
| CE00651-3 | Entertainment Research Project Dissertation (LD) | | 100 | | **C** |
| CE00747-3 | Games Business and Legal Issues | None | 100 | | **C** |
| | | | | | |
| | | | | | |
| | **Teaching Block 8** | | | | |
| CE00651-3 | Entertainment  Research Project Dissertation (LD) | | 100 | | **C** |
| CE00652-3 | Entertainment Project Portfolio (15) | | 100 | | **C** |
| | | | | | |

## 7.     Teaching Learning and Assessment

The Teaching, Learning, and Assessment Strategy broadly follow the same style as the strategy for all the awards within the Games Technology Group and are listed below. Where there are differences between awards see Section "Individual Award Implementation of Strategies"

# Teaching Strategy

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*Level C Modules*

The strategy for teaching is to formally support the Level 1 students in the form of lectures and tutorials, with a 1:20 ratio of staff to students for the tutorial sessions. Often a method of combined lecture/ tutorial is used, where lectures are delivered in a labs along side tutorial style interaction. Concepts are discussed and then techniques demonstrated and attempted by the students. There is a lot of teaching support at this level and "Traditional Lectures" are kept to a minimum

*Level I Modules*

The Lecture/Tutorial scheme continues but students are encouraged to seek out their own sources of research material and this is demonstrated in such things as log books.

Students are expected to engage to a greater extent with resourced based materials such as video tutorials available through the virtual learning environment. Students are offered support in surgery sessions and assignment workshops.

*Level H Modules*

Students will be given some combined lecture/ tutorials, but the expectation is that they drive their own learning and the formal teaching element is replaced by tutor support when needed.  This support is given by the Project Supervisor and module tutors and students are guided very much by the assignment criteria for each module. Self guided study is heavily emphasised

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## Learning Strategy

The strategy for learning is driven by two sets of skills "Subject Specific Skills" and "Transferable Skills". The Subject Specific Skills are those technological skills which are to demonstrated in a piece of practical work and are skills normally gained through formal university learning. Transferable Skills are lifelong skills which will not only benefit the students' day to day life in terms of personal development but also their professional success.

### Level C Modules

Learning is primarily achieved during direct contact time with the lecturer. This is designed to ease students into university life and successfully make the transition from schools/college to university.

At Level 1 subject specific skills are learnt in the form of principles and technologies that underpin the subject. Transferable skills in knowledge and understanding are of primary importance at this level to provide a solid foundation for learning at higher levels

### Level I Modules

Learning time is split between lectures/ tutorials and the students own learning using such things as video tutorials.

Subject Specific Skills are learned by applying the principles and technologies from the previous level and building up more advanced knowledge and technical skills

Transferable skills in problem solving and application to real world scenarios are emphasised at this level. Presentation skills and skills at group working are developed and milestones are used to introduce students to working to intermediate deadlines, as they will be expected to do in industry.

### Level H Modules

Learning is done mainly outside of the lecture/lab environment and led by the student themselves. By this point in their university career students will have had time to reflect upon their strengths and are encouraged to exploit those strengths in their project choice. Interest and strength in a subject is a very good self motivator.

Subject Specific Skills in applying the more advanced knowledge and technical skills learned at the previous level and applied especially in the Entertainment Portfolio module

Transferable skills in research, analysis, and problem solving and communication are demonstrated here as a process through the Entertainment Research Dissertation.

## Assessment Strategy

*Level C Modules*

The assessment strategy is based on what is best to assess the level learning outcomes at Level C. In general these are in the form of written reports that detail the work done on practical projects. As with the learning strategy the assessment strategy is designed to allow students a smooth transition from school/college to university.

*Level I Modules*

At this level the assessment of students aims to reflect an industrial situation. This still includes written reports and practical work, however at this level they are introduced to being assessed on working to produce log books, working to milestones and peer assessment, which would be encountered in industry. Group work and presentations are also used as assessment methods to replicate what would happen in industry.

*Level H Modules*

Assessment at this level is dominated by the Entertainment Research Dissertation and The Entertainment Portfolio modules. Students are assessed on their ability to take charge, plan, manage, and produce a written piece of research and a portfolio (product) for a major project. This takes the form of producing a well researched, written report and a practical piece for a portfolio. Students are assessed on how they present the work in the form of a viva and negotiated milestones between the student and the supervisor.

**8.    Personal Development Planning and Personal Tutoring**

*Level C Modules*

Personal and development Planning is introduced at Level C with fundamental skills such as report writing, referencing, taking successful notes and research. Professional Development Planning is stressed throughout this level as students ad encouraged to use PebblePad and Myportfolio to asset manage their own portfolio which they will develop over the next three years.

*Level I Modules*

Professional Development Planning is continued, with an emphasis on producing portfolio work. On an individual module basis students are encouraged to save the practical work they produce for their individual portfolio.  Personal Development Planning is built upon by developing transferable skills such as problem solving and presentation skills.

*Level H Modules*

At this level students are taught and learn how to set out a professional style portfolio of their work ready to submit to industry when they graduate.

**9.    Accreditation of Prior Learning**

The Accreditation of Prior Learning is the term used when a student uses his or her previous experiences to gain admission to a programme of study; admission to a module; admission at an intermediate stage in a programme (advanced standing); or to gain exemption from part of a programme of study. These previous experiences may be work-based learning, general learning experiences (experiential) or certificated qualifications.

You should normally apply for exemptions or admission with advanced standing through the AP(E)L scheme when you apply for a place on the award, or immediately upon registration for your modules. You will not be allowed to apply for AP(E)L in a module once you have submitted any assessment for that module. If you apply for exemptions or admission with advanced standing through the AP(E)L scheme you may be required to undergo some assessment to determine the relevance of your experiences/qualifications.

The APL and AP(E)L forms can be obtained from the Faculty of Computing Engineering and Technology Office. The APL and AP(E)L Board meets in early October. It is chaired

by one of the Faculty's Programme Area Managers and its purpose is to consider all the APL and AP(E)L applications received from students and uphold or reject these applications dependant on the evidence provided.

## 10.    Award Specific Regulations

You are required to gain at least 30% in each component of assessment, and get an aggregate mark of over 40% in order to pass a module.

It is prohibited for the 30 credits of the Entertainment Research Project Dissertation or the 15 of the Entertainment Project Portfolio to be compensated.

If a total of 300 Credits are achieved over Levels C,I and H instead of the required 360 credits for the Honours Degree, then it is assumed that the student has only reached a Level I in the Analysis learning outcome. In this case the student will be offered a Non-Honours Degree. This would normally be as a result of not successfully completing the Project modules and an option module at level H.

**Part Two - Student Guide**

**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 Offices and the University Information Centre - ground floor of the Beacon Building Stafford and on the first floor of the Flaxman Building Stoke and - where staff are available to deal with any queries you may have.

It is divided into sections as follows:

**Section 1: Who's Who in the Faculty**

- Ø **The Faculty Office**
- Ø **The Faculty/School Management Team**
- Ø **Programme Areas**
- Ø **Award Managers and Award Leaders**

**Section 2: Administration**

- Ø **Enrolment**
- Ø **Student Card**
- Ø **Data Protection Act**
- Ø **Module Registration**
- Ø **Amending your module choices**
- Ø **Changing Awards**
- Ø **Induction Week Programme**
- Ø **Post**
- Ø **Amendments to Personal Details**
- Ø **Registration with a General Practice**
- Ø **Notices and Information**

**Section 3: Services for students**

- Ø **University Services**
(A) Accommodation Office

31

§            Special Examination Arrangements

Ø    **Extenuating Circumstances**
Ø    **Teaching, Learning and Assessment (TLA) and Disability**

Ø    **Assessment**
§                    How is my work marked?
§                    Plagiarism
§                    What if I fail a module?
§                    When can I retrieve a failed module?
§                    What if I am unable to meet a submission deadline for my coursework?

Ø    **Results**

Ø    **Collecting Your Work**

Ø    **Progression to the Next Level of Your Award and Graduation**

§    From Level 1 to Level 2
§    From Level 2 to Level 3
§    Graduation

**Section 5: Employability**

Ø    **Staffordshire University Employability Policy**

Ø    **Opportunities, Resources, Support, Guidance and Information**

  §                    Learning Outcomes
  §                    Key Skills web sites
  §                    Key Skills modules
  §                    Skills and Employability Centre
  §                    Personal Development Planning
    (1) The 'Careers and Employability Service'
    (2) Workbank
    (3) Sponte Community Volunteer Scheme

Ø    **Employability Opportunities**
                    (1) Staffordshire University Business Villages
                    (2) SPEED
                    (3) Business Enterprise support Team (BEST)
                    (4) HE Full Circle

33

(5) Enterprise Fellowship Scheme

(6) Intellectual Property Office

(7) The University's own 'Enterprise Fest'

(8) STEP and Staffordshire Graduate Link

(9) Foundation Degree in Business Start-up

(10) Graduate Futures

**Section 6: Useful Contacts**

**Section 1: Who's Who in the Faculty/School**

**The Faculty/School Office**

The Faculty Offices are on the 1<sup>st</sup> 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 information, etc
- 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/School 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/School 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

Stafford Campus

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

Stoke Campus

| | |
|---|---|
| Monday - Thursday | 8.45 am - 5.00 pm |
| Friday only | 8.45 am - 4.45 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.**

**Ø      The Faculty Management Team**

- **The Dean of Faculty**

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

In this role, Mike has responsibility for the strategic development, operation and management of the faculty.  Should you need to speak with him, you should normally make an appointment with his secretary, Heather West.  Heather can be found in Room K260 Octagon Building and her telephone number is 01785 353295.

- **Faculty Directors**

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

Dr Mike Hamlyn, Teaching and Learning (C236, m.g.hamlyn@staffs.ac.uk)

Professor Adrian Low, Research and Enterprise (K252, a.a.low@staffs.ac.uk)

Ms Liz Thursfield, Recruitment (C240, e.thursfield@staffs.ac.uk)

**Ø      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 |

# ø    Awards Managers and Award Leaders

Groups of Awards within Programme Areas are 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.

**Section 2 Administration**

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

Ø      Enrolment

o        Full-time Undergraduates

From 2007 all on campus full-time undergraduate students will enrol online. You will be asked to log on via the University web portal, and confirm your personal and award details. You will receive notification of when you will be able to use the online enrolment system. When you have completed the process you will receive an email, in your University account, containing your enrolment certificate. During induction week you will take your enrolment certificate to the Sports Hall to collect your Student Card and arrange release of your first student loan instalment (if applicable) into your bank account. New students will also be asked to provide proof of identification.

o        Part-time Undergraduates, Full-time and Part-time Postgraduates

All part-time undergraduate and postgraduate students, and full-time postgraduate students will be asked to complete a paper enrolment form when they arrive in the first week of term. You will then take your enrolment form to the next stage where you will collect your Student Card. At this stage new students will be asked to provide proof of identification, and evidence of the qualifications by which they gained entry to their award.

Ø  **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.

Ø  **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

### Ø   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/School 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/Schools. 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_tcm68-12695.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).

A sensible strategy in constructing your timetable is to slot in first of all your core module sessions; then your award specific option classes; and finally – when you know what space you have left in the week – choose your general credit modules.

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/School 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/School 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/School 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/School Office.

If you did not complete your module registration during April 07, 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.

Ø   **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/School 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/School 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/School 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/School Office, or your Award Leader, will be pleased to help.

Ø   **Changing Awards**

The Undergraduate Modular Framework is designed to be flexible, and it is usually possible to change your award.

The way in which you use your general credit opportunities could be key here in building up the modules you require on your new award – so if you think, at the start of your first year, that you might wish to change award in Teaching Block II or in Year Two, it is a good idea to work out a pro-active strategy with your personal tutor or Award Leader in terms of module selection.

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 Personal Tutor, or Award Leader – or, failing them, to the Faculty Student Advisor.

Ø **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/School activities during Induction Week.  Your Personal Tutor will have extra copies should you need them or extra copies can be obtained from the Faculty Office.

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 receptionist in the Faculty Office.

You will be advised as to module choice and on how to build your timetable when you meet with your Personal Tutor. You do not have to make a final choice of modules until the end of your first week here, i.e. on Thursday and Friday.

# Ø Post

Unfortunately, the Faculty/School is only able to deal with internal mail for students.  You should not give correspondents the Faculty's/School's address because we cannot guarantee your receipt of anything that is sent to 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.

Ø **Amendments to Personal Details**

It is important that you notify the Faculty/School 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.

Ø **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.

Ø  **Notices and Information**

- **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/School 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**

**Section 3 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/School/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.

**Ø   University Services**

University support is delivered by;
(A) Accommodation Office (Facilities Management Department
www.staffs.ac.uk/facilities_management
(B) Employability and Student Support (http://www.staffs.ac.uk/uniservices)
(C) Equality and Diversity
(D) Financial Services www.staffs.ac.uk/services/financial
(E) Information Services (http://www.staffs.ac.uk/uniservices/infoservices/)
(F) Student Administrative Services –Information Centres www.staffs.ac.uk/informationcentre
(G) 'Student Guidance Officers' and Advisors'' (http://www.staffs.ac.uk/current/student/guidance/index.php)
(H) 'Students' Union' (http://www.staffsunion.com)
(I) International Student Centre (http://www.staffs.ac.uk/isc)

(A) Accommodation Office
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.
www.staffs.ac.uk/careeradvice www.staffs.ac.uk/uniservices
Contact: 01782 294991. Stoke: Cadman Building

Contact: 01785 353233 Stafford: 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.

Contact: 07901952381. Senior Chaplain's mobile.

**Student Health Service**

NHS Medical Services are available at Stoke & Stafford Campuses.

- A variety of services including treatments for minor ailments and injuries, chronic disease management, smoking cessation service, National Screening programmes & Travel Health
- Contraceptive & Sexual Health advice
- 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 (5pm on Wednesday & Friday)


(C) Equality and Diversity

The University is committed to building and supporting a diverse and inclusive University community.  We value the widest possible range of cultural inputs from students, staff and partners alike as we recognise that this will improve and strengthen our University.

We have a number of schemes and policies in place that support our commitment to equality and diversity:

o         Race Equality Scheme
o         Disability Equality Scheme
o         Gender Equality Scheme
o         Equality and Diversity Policy

To access these documents or for more information about any aspect of equality and diversity at the University visit our website at www.staffs.ac.uk/diversity


(D) 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 353614


(E) 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

(F) 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

**(G) Student Guidance Advisors**

If you need advice, guidance or information on the academic side of your student career, the Student Guidance Advisor is here to help. The Student Guidance Advisor is based within the Faculty but their services are confidential and impartial.

The Student Guidance Advisor can provide advice, guidance and information on a wide range of educational issues as well as specialist advice and support. A drop in service is available for initial advice and longer booked appointments for more in depth issues. Please contact the Student Guidance Advisor directly to book an appointment.

There is also a Student Guidance Officer based in the Information Centre in Stoke and the One-Stop-Shop in Stafford. These Officers provide the same advice, guidance and information as the Advisors and can be used as an alternative.

The Student Guidance Advisor can offer advice and guidance:

If you…

Are concerned that you have chosen the wrong course?
Are considering taking time out (intermitting) or leaving your course?
Need advice on how to appeal against your examination results?
Need advice on how to make a complaint?
Need advice on submitting extenuating circumstances?
Need advice on any aspect of the University's Regulations?

If you want to talk to someone but you don't know who to ask just call into your Faculty to see a Student Guidance Advisor or call into the Information Centre Stoke or the One-Stop-Shop Stafford to see one of the Student Guidance Officers.

**Student Guidance Officer's**

Stoke - Nicola Gardener, Information Centre, Flaxman Building, College Road, Stoke-on-Trent.
Tel: 01782 292768, Email: n.j.gardener@staffs.ac.uk

Stafford – Paulette Morgan, One-Stop-Shop, Beacon Building, Beaconside, Stafford.
Tel: 01785 353749, Email: p.a.morgan@staffs.ac.uk

**(H) Students' Union**

The Students Union strives for the best experience for all students. You automatically join the Union when you enrol; unless you choose to "opt out". If you need advice, want to take part in many organised student activities, start something new, or just access social space on campus, then the Union may well be the place to visit.
How involved you get is up to you: you can ignore it, be a customer, give it feedback, or even stand for election and maybe end up part of the team that runs it - the choice is wholly yours; but the more you talk to the Union the better it will be able to respond to your needs and ideas.
The Union's representation structures change to meet students' demands and based on who has stood for office; so who to contact about specific issues can change from time to time. We'd suggest: begin with the main Union switchboards and ask for what you need - they'll direct you appropriately - or email in or call into the Union.
http://www.staffsunion.com

## Students' Union Information Centre's

The Students' Union Information Centre's are the first point of contact for students, staff and visitors to the Students' Union. The centre's are for the most part staffed by students who offer a warm and friendly service and can provide information on a wide range of subjects or if necessary signpost as appropriate..

Contact: Stoke 01782 294629 Students' Union building on College Road. Open from 9am to 10pm, Monday to Friday.

Contact: Stafford 01785 353311 Students' Union Office in the Beacon Building next to Legends, Open from 9am to 10pm, Monday to Friday  (Shorter opening hours may apply over the vacation periods).

Students' Union Student Advice Centre

49

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 students.
- Up to date information on funding, benefits, housing, academic regulations, legal matters etc
- A range of other services including a legal surgery, funding clinics and sessions with Victim Support and North Staffs Mediation.

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 and is licensed with the Office of Fair Trading to provide debt advice.

Contact: **Stoke** 01782 294469 College Road, Stoke On Trent, ST4 2DE, above the Ember Lounge in the Student's Union. Open 10.00am till 4pm Monday-Friday

Contact: **Stafford** 01785 353425 Beaconside, Stafford, ST18 0AD,

Fax 01785 353599 Engineering Block Beacon Building. Open from 10.00am till 4pm daily.

(Opening hours may vary over vacation periods)

Email: sac@staffs.ac.uk


*Student Activities @ Staffs*

**Getting involved with a student activity really helps students get the most out of University life!**

**You can volunteer, play sports, continue an interest or hobby, develop formal skills, try something completely new and even be accredited for your involvement as you go, so don't hang about get involved!   www.staffunion.com/activities**

**Get active**

**Joining a club or society will bring you together with people who enjoy similar interests. Most groups meet weekly for events, training, or socials and all members are 'sponsored' by the union, so your membership is great value and will provide a whole year of fun.**

**Each club and society has space on the Union WEB site containing an introduction to their activity, their plans for the next academic year and forthcoming events etc. You will also find details of meeting/training times and a main contact name and email address. If you cannot find what you are looking for, get in touch with Student Activities on activities@staffs.ac.uk and hopefully we will be able to assist with your query.**

**Sports clubs train a couple of times a week at our university or local facilities. Most of our clubs play regular fixtures on Wednesday (BUSA/Student Rugby League) or Sunday afternoons (American football, Lacrosse and Women's Rugby League).**

50

**The range of Societies we offer depends on student interests and currently includes everything from the Afro-Caribbean Society to Motor sports. Society events include performances, cultural events, fashion shows, trips, debates and fundraisers.**

**Both Clubs and Societies have their own annual Recognition Evenings: The Sports Presentation Evening and Awards night. This gives Student Activities the opportunity to recognise and reward the hard work involved in running a club or society and recognises the achievements of students over the previous year.**

If there is nothing here that takes your interest then you can trial an activity yourself. Download the 'how to trial an activity' forms from the web (www.staffsunion.com/activities ) and email them to studentactivities@staffs.ac.uk or hand them into the Info Centre reception of the Students' Union at either site for the attention of the Student Activities Officer.

(I) International Student Centre

The International Student Centre provides a wide range of support for international students. The Centre is staffed with a big team of very friendly and experienced English language tutors and an international student advisor. The services provided by the centre include:

**1). English language and culture support provided by the subject specific language tutors**
The language tutors work closely with your subject tutors to provide subject specific language and academic skills teaching and advice. This takes two forms:

- **Language and Culture Workshops for Your Subject** (weekly and timetabled). These workshops are designed to help you understand the academic terminology and develop your confidence in classroom participation, oral/written communication and social interaction with your tutors and classmates who may have come from diverse cultural and linguistic backgrounds.  The tutors will also explore with you the cultural differences, (social, professional or academic) and help you to understand the expectations of your subject tutors and make appropriate cultural adaptations.
- **One-on-one tutorials** - This is an opportunity for you to seek individual advice from the language tutors on many aspects of your study. For example, if you are not sure whether your referencing is correct and would like someone to check for you, or you feel uncomfortable speaking up in class and would like some advice, you can ask to see one of the language tutors who are all very friendly and approachable. Each session lasts for 15 minutes. Depending on the nature of your question, you can book up to 3 sessions together at a time.  To book a tutorial, please contact Ms Tracy Walker on 01782 294639 and/or e-mail: internationalstudentcentre@staffs.ac.uk.

**2) General Option modules for all international students which are:**
- English for Academic Purposes (15 credits)
- Advanced English Language Skills (15 credits)
- Proficiency English Language Skills (15 credits)

**3) Advice provided by the International Student Advisor**
- Specialist advice on immigration, visa extension and work permit advice
- Other general pastoral support and advice for international students

**4)          Organisation of cultural and social events**

At least once every month, the Centre organises a social event and/or a trip to a holiday resort or a site of cultural heritage.  If you wish to participate, remember to check the News and Events in MyPortal regularly and book a place well in advance.

**5)          Intercultural mentoring programme**

The Centre operates an intercultural mentoring programme in which new international students are paired with current students or staff in order to obtain advice on living and studying in Staffordshire University. As the mentoring moves on, it is hoped that the programme will be more mutually beneficial by offering opportunities for both mentors and mentees to develop cultural awareness and long-lasting international friendships. If you would like to take advantage of the programme either as a mentor or a mentee, information on how to apply is available on the website www.interculturalmentoring.org.uk.

**Key contacts:**

**Website:** www.staffs.ac.uk/isc
Centre e-mail: internaitonalstudentcentre@staffs.ac.uk

**Centre Administrator**
Tracy Walker
Room 605 Flaxman Building, Stoke Campus, College Road
Tel: 01782 29 4639

**International Student Advisor**
Lucy-Anne Daynes
Room 603, Flaxman Building, Stoke Campus, College Road (Every Monday, Wednesday and Friday)
Student Advice Centre, Ground Floor, Beacon Building, Stafford Campus (every Tuesday and Thursday)
Tel: 01782 29 4711

**Subject Specific Language Tutor – Faculty of Art, Media and Design**
Ms Michelle Nixon
Room 600, Flaxman Building, Stoke Campus, College Road

**Subject Specific Language Tutor – Business School**
Dr Steve Brewer (for undergraduate students)
Room 600, Flaxman Building, Stoke Campus, College Road
Mrs Angela Ghadery (for postgraduate students)
Room 602, Flaxman Building, Stoke Campus, College Road

**Subject specific language tutor – Faculty of Computing, Engineering and Technology**
Mr Lorenzo Ball
Room 602, Flaxman Building, Stoke Campus, College Road

(Not confirmed yet for other faculties)

### Ø  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)

You should always keep your PT informed of any circumstances which are impeding your progress and achievement on your degree. What you say will be confidential – and your PT can offer valuable advice in terms of claiming 'extenuating circumstances' (see below) when something happens (like illness, for example) which affects your ability to meet assessment deadlines.

Your PT can also talk through with you and advise on issues such as intermission (if you need to take a year out of your studies), of changing your study mode (from full time to part time), of completing your award at another university, or of withdrawing.

You will be allocated a PT during induction week. You will meet your PT, probably in a 'tutor group', during the induction process. This will give you a chance to raise any questions about the induction arrangements, or your course or any other problem that you wish to discuss. It also allows your PT to explain more about their role, their availability (i.e. their 'office hours', appointments system and contact details) – and for you to understand your obligations as a personal tutee.

Scheduled meetings will also give you the chance to arrange any additional meetings to discuss pastoral issues should you wish or need to do so. Where the issues are serious and beyond the competence of your PT to deal with you will be referred to an appropriate University Support Service (see above) – but your tutor will make a note that you have discussed any circumstances affecting your academic or personal well-being and put this on your file – and, where appropriate, will offer you advice on claiming 'extenuating circumstances' in relation to your assessment obligations.

*The best advice we can offer you is to seek help early if you feel you have a problem. Try not to brood or become depressed; most problems are solvable. Personal Tutors are anxious to develop an informed relationship with you, but this can only work if you allow it to develop.*

If for any reason you find it difficult to get on with your Personal Tutor you can always request a change by going to see your Award Leader.


**(2)    Faculty Student Advisor**


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 K232 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 Ambassador Scheme


Students can play an active role in helping others to find out about higher education, life as a student and about Staffordshire University in particular.
Student ambassadors help out at recruitment events, mainly in the university, but sometimes in schools and colleges.
Being a student ambassador helps to develop social, organisational, problem solving, time management and communications skills in a practical context.


What's in it for you?
- Flexible work hours to fit in with your study
- Get paid £5.60 per hour
- Presentation skills training
- Build up your personal and professional references
- Meet new people (and make new friends)
- Learn more about the university and get more involved
- Work with young people
- Gain some practical work experience
- Get a certificate at the end of the year
- Be involved in teamwork
- Help towards the progress award

How do I get involved?
Recruitment to the student ambassador scheme takes place all year round – however there will be a specific recruitment and training session that you have to attend. Email: ali.spender@staffs.ac.uk for more information.

## Ø  Student Representation

The Faculty/School 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/School and in the University as a whole, which have student members.  Within the Faculty/School, as well as the SSLGs, there is the formal Faculty Board on which students have the right to representation.

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

(3) Other Feedback Mechanisms

You will also be presented with a variety of other ways of giving feedback to your tutors and the Faculty/School /University about your overall experience. You will be able to talk, of course, to your personal tutor. Your 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 the year about your general experience as a student following a particular award. And 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/School 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

## Ø   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. See your student representative on each of these committees.

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 your Personal Tutor, or with a Module Tutor, or with your Award Leader or Manager, or with the Faculty/School 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/School 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_tcm68-15855.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.

**Ø    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/School 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/School, there are designated members of staff, Disability Co-ordinators, whose role 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 Co-ordinator is

Dr Robert Round, who can be found in D106 Beacon Building, Stafford or on 01785 353470

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. 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. If you wish to bring any issues to the attention of the Forum, see Robert Round

Obviously you can also consult your Personal Tutor or the Faculty's Disability Co-ordinator (Robert Round) 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/School, 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.

# Ø 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/School Office. In the case of absence for a period of up to and including five working days, full-time students **must** complete a self-certification form. These can be obtained from the Faculty/School 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 discretion in relation to withdrawing you from a module, in the absence of a valid reason such as illness, is suspended.

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 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.

## Ø 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.

# Ø Assignments

- **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**

**ASSIGNMENTS WILL <u>ONLY</u> BE ACCEPTED DURING THESE HOURS.**

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/School 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 <u>NO</u> WORK WILL BE ACCEPTED WHICH HAS BEEN SENT BY FAX OR E-MAIL.**

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.


# Ø    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 notice board outside the Faculty Office. You can also look at it 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/School 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/School 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/School 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/School 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/School'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/School 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 Notice Boards. Claims submitted after these dates are only considered as appeals to the Dean of Students, Francesca Francis.

All claims are considered by the Faculty's/School's ECP.  This is chaired by the one of the Faculty's Programme Area Managers. Only they 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/School 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.

## Ø 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 an undergraduate, the Faculty's Student Advisor (Janice Kalisz) will ensure that a copy of your assessment is placed on your personal file, and that the tutors with whom you come into contact are 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 in January. (We will normally be aware of your requirements via the Examinations Office, but it is always as well to make sure that she has the information required so that the provision you need can be made available)

If you are dyslexic, remember to ask at Faculty/School 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.

## Ø Assessment

- **How is my work marked?**

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, including all fails and firsts) 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 (say, Computing, or Film Technology). These Boards meet in February and June of each year.

The Progress Review Board, which meets after teaching block I, looks at credit profiles by individual student, and may invite students who have failed any modules at that point of the academic year to resubmit/resit the assessment(s) in May.

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 or "Cheating"

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/School and if it is suspected there is a set process to be followed: The tutor suspecting plagiarism has occurred will consult with the Faculty Academic Development Manager who will request the student concerned to attend for interview by the Faculty's/School's Assessment Offences Panel. The Panel will be chaired by the Academic Development Manager and attended by the module tutor.

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, such as the restriction of the class of degree to be achieved.

**The penalties for plagiarism can be severe - ultimately a student guilty of pre-meditated and systematic plagiarism can be dismissed from the course. The Faculty of Computing Engineering and Technology takes all issues of plagiarism extremely seriously. In the last year a number of students have been dismissed form their course for consistently cheating.**

**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](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 14 at [http://www.staffs.ac.uk/images/ugrad_mod_fram_tcm68-12695.pdf](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.

**Ø     Results**

Following the Progress Review Boards in February of each year you will be asked to collect a profile of your marks from the Faculty Office.

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/School 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.

**Ø     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 the Faculty Office will let you know when work is available to be handed back.

**Ø     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 17 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 award 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.  You 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 award 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:

| Overall Score | Degree Class |
| --- | --- |
| 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' at http://www.staffs.ac.uk/images/ugrad_mod_fram_tcm68-12695.pdf


## Ø   Information Literacy Statement of Good Practice:  Summary

University Commitments

1.      Information literacy is an integral part of the University's teaching and learning strategy.  As such it is a vital element within the course design.  This statement is endorsed by the Vice Chancellor and the University's Academic Board and aims to ensure that students from all backgrounds and disciplines have equal access to, and are encouraged to take full advantage of, the opportunities relating to information literacy which are available on undergraduate course.

2.      In brief, information literacy is the ability to find, evaluate, use and communicate information in an ethical manner.  To give you a better idea of what this means we include here the ANZIIL standards.  These have been in use in Australian and New Zealand higher education institutions for many years.  They comprise the following;

Standard one: the information literate person recognises the need for information and determines the nature and extent of the information needed.
Standard two: the information literate person finds needed information effectively and efficiently.
Standard three: the information literate person critically evaluates information and the information seeking process.
Standard four: the information literate person manages information collected or generated.
Standard five: the information literate person applies prior and new information to construct new concepts or create new understandings.
Standard six: the information literate person uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues surrounding the use of information.

3.      You will be offered the chance to develop information literacy at induction and, once this is over, throughout your course.  Information literacy is a key attribute of Staffordshire University award holders and should be seen by you as a continuous and evolving strand in your learning and development.

4.      The opportunity to become information literate will be made available to you in different formats, for example, face to face, e-learning, whole group etc.. It will be accompanied by a range of supporting learning materials.

5.      To give an example, across a 3 year modular undergraduate course the University makes a commitment to a minimum of 9 hours contact time to enable you to become information literate.  This may be comprised as follows;

Level one: induction (one hour) plus at least 2 further hours contact time over the academic year.

Level Two: 3 hours contact time over the academic year.

Level Three: 3 hours contact time over the academic year.

If you are a distance learner within your study calendar an equivalent amount of time will be allocated to the acquisition of information literacy skills.

6.      Learning is flexible.  You may be taught by lecturers or information professionals or by both.  For example, you may be given a short database update within a timetabled lecture and within the same hour long session be taught by both a lecturer and a librarian. This is done to ensure that you have awareness of the material you need to use at the most appropriate time.  Information literacy is a continuum of learning and acquiring all the skills to be information literate is incremental.

7.      Information literacy is an essential lifelong skill from primary to postgraduate level.  As such, it is regarded as a key attribute of a Staffordshire University award holder.  The acquisition of information literacy is embedded within learning outcomes.  The tracking of learning outcomes to match benchmarking statements made by the QAA has encouraged the University to focus on the issue of information literacy.  To give an example, at undergraduate level, *s*ubject benchmark statements for taught undergraduate subjects outline subject specific abilities and general transferable intellectual skills which reinforce the importance of students being information literate on graduation.[1]

8.      Information literacy will be assessed within your course and any assessed work will be credit bearing.

## *Student Commitment*

Students are invited to make full use of opportunities provided to them by the University to enhance their information literacy.  As well as being a key skill of a Staffordshire University award holder, it is a skill which will enrich your future life.

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[1] Quality Assurance Agency for Higher Education, Honours Degree Benchmark statements:
http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp

# Section 5 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**

**From 2007/8 for Staffordshire University students that are UK based on Distance Learning awards**

72

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**

**From 2007/8 for Staffordshire University students that are UK based on Distance Learning 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 of Prior/Experiential/Certificated Learning

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.

**Ø        Opportunities, Resources, Support, Guidance and Information**


 (1) 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)


(2) 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 nbenn@theworkbank.co.uk
Open 09.00 – 17.30 Monday to Friday. Website (http://www.theworkbank.co.uk/)


(3) Sponte Community Volunteer Scheme is an established joint initiative by Staffordshire University and the Students' Union which aims to provide interested students and staff members the opportunity to volunteer in their local community. Volunteering covers many different unpaid activities from visiting an elderly or sick neighbour; giving blood; participating in a sponsored event; getting involved in a local children's club; assisting a charity with its finances or administration; mentoring a young person; painting a community hall … the list is endless! Some people volunteer on a regular basis each week or month. Others when they have a spare day.

They offer a 'walk in' volunteer bureaux from Staffordshire University College Road Campus in Stoke and we staff a Volunteering office at the Beaconside Campus in Stafford one day a week. When a person is interested in volunteering they can pop into the office, phone or e mail us and they will book them on to an induction course. This course is approximately an hour and a half of group work that covers issues that relate to volunteering in general terms. They discuss issues that relate to health and safety, diversity and placement practicalities such as expenses. They offer more detailed training for volunteers through our LIFETOOLS Personal Development Training Scheme. Through LIFETOOLS volunteers can participate in Goal Setting workshops, Time Management workshops, Child Protection and First Aid.

When a volunteer has completed an induction course they will arrange for them to attend a 1:1 interview which allows them to identify a volunteering opportunity. They will then call the organisation to let them know they have identified a potential volunteer. The volunteer is then given the contact details of the organisation and it is generally down to them to contact the organisation themselves although we can support volunteers with this process if necessary.

To find out more contact volunteer@staffs.ac.uk 01782 294 603 or go to http://www.staffsunion.com/ volunteer pages

- Through drawing your attention, in particular, to the following university/national 'employability' opportunities provided via:-

- **Staffordshire University Business Villages** : situated on all 4 campus locations:

Lichfield Centre in shared property with Tamworth and Lichfield College

Stafford adjacent to the University Beaconside Campus and Staffordshire Technology Park

Stoke in refurbished premises on the Leek Road Campus in Stoke.

Creative workspaces adjacent to the Faculty of Arts, Media and Design on College Road campus in Stoke

These provide a wide range of facilities for graduates, and workplacement students and the wider community to assist with business start-up and enterprise. Running programme of events also offered regularly on business development skills. Contact Guy Gibson on 294187. E-mail  g.gibson@staffs.ac.uk

- **SPEED –** 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 SPEED 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 Rachel Baker on r.a.baker@staffs.ac.uk

- **Business Enterprise Support Team (BEST)**

This project has been supported by the GOWM and the 3 project staff are based in the Business and Creative Villages in Stoke.  They give one-to-one business support to start-up companies through advisory sessions, workshops, signposting and information exchange.  They aim to help other realise their potential through sustainable business growth.

- **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

- **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 Enterprise and Commercial Development  01785 353350

- **Intellectual Property 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. Contact Aly Davidson on 01785 353329 or e-mail a.davidson@staffs.ac.uk

- **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

- **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.

- **Foundation degree in Business Start-up**

This 2-year programme gives entrepreneurs opportunity to gain a qualification THROUGH the growth and development of their business idea.  For more information see www.staffs.com or email info@staffs.com

- **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 Kathy England k.s.england@staffs.ac.uk or call in to the Careers Office ground floor Cadman Building or go to www.staffs.ac.uk/graduatefutures

## Section 6 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.

## Finally, good luck with your studies, and do enjoy your time at Staffordshire!