

**Faculty of Computing, Engineering and
Sciences**

PROGRAMME HANDBOOK 2012-13

Foundation Year in Computing & Business Technology

Author:
Date of Issue:

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1. Welcome to the Faculty

Welcome to the Faculty of Computing, Sciences and Engineering at Staffordshire University. The Faculty is home to three subject based Schools located on both the Stoke-on-Trent and Stafford campuses with Computing at both Stoke and Stafford, Sciences at Stoke and Engineering at Stafford. As well as our on-campus students we have many students who are learning away from our University campuses in Staffordshire – with many learners studying in educational partners both in and outside of the UK, with work-based learners studying in their workplace and also distance learners from across the globe who use the internet to interact and study with our tutors and their peers. Consequently, 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 science programmes which are some of the highly rated by students in the UK, and to an engineering scheme founded upon the needs of engineering employers. Your course of study will therefore be up to date and relevant, 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 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, to do this academic, administration and technical staff that you come across as part of your studies will readily advise and support you. Your part is to take your study seriously, to ensure that you set-aside appropriate time for your study, and to make full use of the diverse range of learning opportunities – both in class and directed study outside of classes – provided by your course. It is important to us that you are successful and that you go on to be a good ambassador for the university.

Inevitably at the start of all study programmes you will be bombarded with a host of well-intentioned information. Some of that information is immediately important to start your studies and make sure that you are in the right place at the right time. Some information you will need later in your course e.g. about assessments, changing modules, extenuating claims etc. Whilst other information is about the services the University offers generally which you may need to make reference to in the future. We suggest that you download this handbook and keep it for reference and familiarise yourself with the range of information it contains ready for welcome week. This should be the first document of your own e-archive - get into the habit of downloading essential documents like module descriptors and module handbooks when the course starts.

You are now part of the 'family' of Computing, Sciences and Engineering, and we look forward to working with you to help you to succeed as a Staffordshire Graduate.

Very best wishes,

Professor Hastings McKenzie
Dean
Faculty of Computing, Engineering and Sciences

2. Welcome to your Programme

This programme is a single year full time course that has been designed to prepare you for progression onto one of the many Computing Degrees that the University currently offers. Initially, you will enrol onto the course for your choice of one of the current degree awards. At the end of the course you may change to a different award either by choice or following the advice of the Examination Boards.

The course is intended to help prepare those students that do not have the necessary entry qualifications to gain direct entry to one of the degree programmes.

We have had many students use this course to gain entry to one of the Faculty's degrees in the past and have subsequently agreed that the course was an ideal stepping stone.

3. Useful Contacts and Resources

3.1 Academic Contacts

Award Leader David D. Hodgkiss
 Octagon: K217
 01785 353447
 d.d.hodgkiss@staffs.ac.uk

the The role of the Award Leader is to design and oversee the running of awards as well as to offer guidance and support.
 The Award Leader will also act as the principal Personal Tutor for all students on the award.

A full list of staff contacts can be found within the Award's Blackboard presence - <http://blackboard.staffs.ac.uk/>

3.2 Administrative Contacts

Award/Programme Administrator(s) Kathryn Shenton / Zoe Congreave
 Octagon: K243
 01785 353436
 fycadmin@staffs.ac.uk

Student Guidance Advisors Janice Kalisz
 Beacon Building: D001A
 01785 353345
 j.c.kalisz@staffs.ac.uk

3.3 Useful Internet Resources

The Faculty website can be found at: http://www.staffs.ac.uk/faculties/comp_eng_tech/

Here you will find details of timetables, contacts and news regarding the Faculty.

The Faculty uses 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 or award administrator know.

Blackboard can be found at: <https://staffs.blackboard.com/>

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

3.4 The Faculty Office

Faculty Reception is on the 2nd Floor of the Octagon, Room K266 and second floor of Mellor building in Stoke (S213) 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 of staff who are responsible for managing the wide range of activities and processes necessary to support 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.

All enquiries should be made via the Reception desk in the first instance. The Receptionist will assess whether they are able to help you immediately or whether you need to talk to another member of the team. Hence they may call on colleagues who can advise on queries concerning:

- Modules
- University regulations
- Your credit and progression status
- Referral opportunities
- Claims for extenuating circumstances you may have made in relation to assessment
- 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 5 / year 2 and level 6 / year 3 study

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

In particular, make sure that you:-

- Check your e-mail account regularly for any information or queries sent to you by Faculty/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

| | |
|-------------------|-------------------|
| Monday - Thursday | 8.45 am – 5.00 pm |
| Friday only | 8.45 am – 4.00 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/School Office can't help you with, it usually knows somebody who can.

3.5 The Faculty Management Team

The Dean of Faculty

Professor Hastings McKenzie, R108 Science Centre, Stoke-on-Trent

In this role, the Dean 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 Dean's PA in R107 or on +44 (0)1782 294614.

Faculty Head of School – Computing

Tracy Lewis – K254 Octagon Building, Stafford, +44 (0)1785 353360, t.a.lewis@staffs.ac.uk oversees the management of all subject areas within the School of Computing.

Faculty Associate Deans

Learning and Teaching - Dr Rob Boast, C236 Beacon Building, Stafford, +44 (0)1782 294033, r.boast@staffs.ac.uk is responsible for all learning, teaching and quality issues within the Faculty.

Scholarship, Enterprise and Research – Professor Adrian Low, K252 Octagon Building, Stafford, +44(0)1782 353307, a.a.low@staffs.ac.uk is responsible for developing scholarship, enterprise and research in the Faculty.

Partnerships – Liz Hathaway, C237 Beacon Building, Stafford, +44(0)1782 353426, e.i.hathaway@staffs.ac.uk is responsible for the Faculty's educational partnerships in the UK and overseas.

4. What are the aims and outcomes of the award?

To prepare you for entry into Level 4 (first year) of your chosen Degree by:

- Providing a foundation level and understanding of Information Technology and its application with the modern world.
- Provide a revision and foundation course in basic mathematics
- Generate the study culture and skills in order to pursue to completion an undergraduate award within the School of Computing including self-directed learning and team building.
- Encourage a sense of belonging to the University's academic community.

The Foundation Year in Computing & Business Technology programme is located at Level 3 within the National Qualifications Framework (NQF). The learning outcomes listed within the table below provide the basis of study throughout the University at all levels.

| University Learning Outcomes | Level 3 |
|-------------------------------------|--|
| Knowledge and Understanding | Demonstrate knowledge of basic theories and concepts relating to computers and computer applications. |
| Learning | Formulate judgements in accordance with simple computing theories and concepts. |
| Enquiry | Present qualitative and quantitative data in a variety of ways. |
| Analysis | Analyse, interpret and apply simple techniques to elementary technological solutions. |
| Problem Solving | Develop simple problem solving techniques within the field of computing. |
| Communication | Communicate information accurately and reliably in both written and oral form |
| Application | Undertake training and develop basic skills within a structured and managed environment. Using appropriate tools, undertake simple programming development tasks |
| Reflection | Acquire basic transferrable skills working both as an individual and as part of a team. Practice information retrieval skills and the use of general IT facilities. |

5. How is the award structured?

This is a full time course over two semesters (teaching blocks) where you will study four modules during each semester.

The table below shows the modules and when they will be studied.

| | | | | |
|-------------------|---|--|---|---|
| Semester 1 | <u>CE00555-3</u> Using Computer Application | <u>CE00556-3</u> Professional and Academic Skills | <u>CE00877-3</u> Introductory Mathematics 1 | <u>CE00559-3</u> Database Systems: Analysis, Design and Implementation |
| Semester 2 | <u>CE00558-3</u> Introduction to Web Technologies | <u>CE00878-3</u> Programming: Design & Implementation | <u>CE00579-3</u> Introductory Mathematics 2 | <u>CE00582-3</u> Computer Systems and Networks |

Below is a very brief description of each of the modules within the award structure. More details will be given by the Module Leaders at the start of each module as well as within the Module Handbooks.

The best places to find module details are:

1. Blackboard VLE
Each module is required to have a presence within the Blackboard VLE and will be available to you when you log into it.
2. Module Descriptors that are available at -
<http://www.staffs.ac.uk/current/student/modules/>

Using Computer Applications.

This module will give you an overall grounding in the use of common PC applications that can be used both for your studies as well as solving business problems.

Introductory Mathematics 1 & 2.

As the Foundation Year in Computing & Business Technology is designed to accept students from a wide range of mathematical backgrounds; these two modules have been developed to take you to the minimum level of mathematics competency (GCSE Grade c) that the School of Computing requires for students entering into the Computing Degree Programme. If you have already achieved or surpassed this minimum requirement, you may consider seeking Accreditation for Prior Learning (APL) for one or both of these two modules. Please see Section 12 for more details.

Professional and Academic Skills.

This module will support the other modules by giving you guidance and skills that will help you to work more effectively and be able to work towards high quality results. It will also introduce the Personal Development Planning (PDP) scheme that we run at Staffordshire University.

Introduction to Web Technologies.

This module will give you an essential overview of the tools, techniques and underpinning knowledge required to create and host simple web pages.

Database Systems: Analysis, Design & Implementation.

This module introduces the tools and techniques that will enable you to create and use a simple relational database system that could be used to help solve business problems.

Computer Systems and Networks

This module will introduce you to computer basic theory, hardware components, peripherals and networking capabilities.

Programming Design & Implementation

This module will introduce you to the basic skills required for programming and will take you from initial design considerations through to the implementation and testing of computer software.

6. How will I learn on this award?

The teaching, learning and assessment strategies that you will experience are all based upon those that have been successfully implemented within the University and partnership colleges for a number of years. As you progress through the award, the role of the lecturer will gradually change as you develop your own learning techniques and become more confident. Even though their involvement will change, they will always be available should you need any support.

When deciding how individual modules should be taught and how learning will take place and be assessed, two important principles have been used:

- That each module should be taught and assessed in a manner that best suits the subject matter rather than imposing common learning and assessment methods across all modules
- That you should have the opportunity to experience a variety of different ways of working and to demonstrate the skills and knowledge that you have gained in the most appropriate way.

You can expect to experience one of the following teaching methods:

- Formal lectures
- Problem based tutorials
- Practical laboratory sessions
- Surgeries
- Group based activities
- Case based activities
- Investigations
- plus others as this list is non exhaustive

Also, you can expect to experience the following assessment methods:

- Individual coursework assignments
- Group work assignments
- Individual presentations
- Group presentations
- Demonstrations
- Written reports
- Laboratory log books
- In class tests
- End of module examinations

7. The Staffordshire Graduate

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

Whilst the various attributes contained within the concept of The Staffordshire Graduate are not explored within this Foundation Year course, they are included below for reference as you will meet them more formally once you progress to your chosen degree course.

The Staffordshire Graduate will:

Discipline Expertise:

- Have an understanding of the forefront of knowledge in their chosen field

Professionalism:

- Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial

Global Citizenship:

- Have an understanding of global issues and of their place in a globalised economy

Communication and Teamwork:

- Be an effective communicator and presenter and able to interact appropriately with a range of colleagues
- Have developed the skills of independence of thought and (when appropriate) social interaction through teamwork

Reflective and Critical Learner:

- Have the ability to carry out inquiry-based learning and critical analysis
- Be a problem solver and creator of opportunities

Lifelong Learning:

- Be technologically, digitally and information literate
- Be able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning and life-long success.

All students will have many opportunities to develop and achieve these attributes. These will include learning opportunities within their chosen awards and co-curricular activities such as work experience, volunteering and the development of employability, enterprise and entrepreneurial skills.

Employability, Enterprise and Entrepreneurship

Being employable...

... involves the development of a set of skills, knowledge and personal attributes that makes graduates more likely to gain employment, have the capability of being effective in the workplace and be successful in their chosen occupation to the benefit of themselves, the workforce, the community and the economy.

Being Enterprising ...

...involves a set of skills and attitudes that can enable a culture of identifying opportunities, creativity, risk taking and innovation. It can involve many activities – for instance organising an event, planning an overseas trip or involvement in a social enterprise. Equally it can be about finding new solutions to old problems in your workplace, conducting a piece of research in a resourceful way, starting a new society or being involved in a community project. Employers value enterprising people!

Being Entrepreneurial...

...very often involves using enterprise skills to create new businesses and bring them to market. There is considerable support for those wishing to do so while at University. However, being entrepreneurial is not just about business skills or starting new ventures; it is a way of thinking and behaving relevant to all parts of society and the economy in terms of mindsets, behaviours, skills and capabilities to come up with new ways of doing things well and the flexibility to change career direction.

8. How do I submit assignments?

You will normally be required to hand in written assignments relating to School of Computing's modules to the Faculty Office reception either in the Octagon, Stafford, or Mellor, Stoke and / or via the Blackboard VLE. 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 Faculty Office is open to take your assignments at the following times:

| | |
|--------------------|-------------------|
| Monday to Thursday | 8.45 am – 3.30 pm |
| Friday only | 8.45 am – 3.30 pm |

ASSIGNMENTS WILL ONLY 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, so do plan to submit your work in plenty of time. Note that some 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 learning support agreement which recognises dyslexia as a disability make sure that you ask for one of the yellow labels (available from your Award Leader/Personal Tutor or if at the last minute the 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.

Similarly, if your learning support statement specifies that you can negotiate the submission dates of your assessments then please ensure that you have agreed new submission dates

with your tutor in advance of the original deadline. If you hand work in after a negotiated deadline, it will be treated as 'late', and will be marked at zero. So, if having once negotiated a deadline you find that, as it approaches, you are going to need a further extension, you will need to go back to your Award Leader / Personal Tutor to authorise this. Your Award Leader / Personal Tutor will use the test of 'reasonableness' in agreeing to any further extension.

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

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

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

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

9. How do I pass a module?

In order to pass a module you must achieve an overall grade of at least 40%.

However, where a module has a number of assessment elements (as defined within the module descriptor) you must also achieve a minimum of 30% within each of these elements.

Using **CE00555-3: Using Computer Applications** as an example.....

This module has two elements of assessment – both being assignments.

Assignment 1 is worth 40%
Assignment 2 is worth 60%

Suppose you were to achieve 60% for Assignment 1 and 50% for Assignment 2.

The 60% would be weighted at 40%, giving you a module contribution of 24%
The 50% would be weighted at 60%, giving you a module contribution of 30%

Adding the 24% & 30% together would give a module mark of 54% and, as you achieved more than 30% in each of the two assignments, you would pass the module.

However, suppose you were to achieve 25% for Assignment 1 and 60% for Assignment 2.

The 25% would be weighted at 40%, giving you a module contribution of 10%
The 60% would be weighted at 60%, giving you a module contribution of 36%

Adding the 10% & 36% together would give you a module mark of 46% but you would not pass the module as you only achieved 25% for Assignment 1.

Whilst we do use percentages to mark your work, when we formally release the results to you, they will be using Grade Points.

The table below shows the relationship between percentage ranges and Grade Points.

I have also included the relationship between Grade Points and degree classification. Whilst this will not be used to classify the Foundation Year in Computing & Business Technology, you may find it useful to see how you are progressing and how your results will affect your degree classification once you transfer to your chosen degree.

| Percentage Range | Grade Point | Degree Equivalent |
|-------------------------|--------------------|--------------------------|
| 0 | 0 | Fail |
| 1 – 19 | 1 | |
| 20 – 29 | 2 | |
| 30 – 39 | 3 | |
| 40 – 42 | 4 | Third |
| 43 – 46 | 5 | |
| 47 – 49 | 6 | |
| 50 – 52 | 7 | Lower Second (2:2) |
| 53 – 56 | 8 | |
| 57 - 59 | 9 | |
| 60 – 62 | 10 | Upper Second (2:1) |
| 63 – 66 | 11 | |
| 67 – 69 | 12 | |
| 70 – 73 | 13 | First |
| 74 – 76 | 14 | |
| 77 - 100 | 15 | |

Referring to the two calculations above, the first would be a GP8 and the second would be recorded as a GP3

10. Feedback on Your Work

Seven principles of good feedback

Good feedback should:

1. Be an interactive process involving student-tutor and student-student dialogue;
2. Facilitate the development of self assessment and reflection;
3. Clarify for students and staff, through dialogue, what good or bad performance actually is in the assignment or task;
4. Be developmental, progressive and transferable to new learning contexts;
5. Be ongoing and embedded in the learning process;
6. Motivate, build esteem and confidence to support sustainable lifelong learning;
7. Support the development of learning groups and communities.

See appendix 'D' for more information.

The University's Academic Board has been considering the outcomes of the last National Student Survey and discussing how it can provide quicker assessment feedback to students. This guidance refers to summative (actual) rather than formative (practice) assessments. In relation to this, the following has been agreed:

Coursework and other assessments, excluding examinations

You will normally receive feedback on all your assessments, other than examinations, within 20 working days following the date of submission of your assessment or actual date of the assessment (in the case of class tests). For some assessments the feedback period will be less than 20 working days. However, it may be the case that the 20 day rule for some assessments cannot be met for justified reasons (for example, modules on which a large number of students are enrolled). However, it is anticipated that this will apply to only a small number of modules on your award and, in those cases, the feedback return period will not exceed 25 days. The anticipated feedback return times for all assessments will be published in your Module Handbooks.

In order to ensure that feedback is provided within 20 days, in most cases, the marks for your work will be provisional and will be subject to final ratification by the appropriate Assessment Board in due course.

Formal University examinations

Feedback for examinations will always be provided and should be available as soon as possible after the relevant examination. Where appropriate, feedback on examinations at the end of the last teaching block in the final year should be provided in the form of generic, group feedback through the University VLE. At the latest, feedback should be provided at least four weeks before the next examination period.

The University hopes that you will also play your part by ensuring that you collect feedback from the relevant sources as soon as it is available.

11. External Examiners

External Examiners are not used for this award.

12. Personal Development Planning and Personal Tutoring

The module CE00556-3 Professional & Academic Skills has been included within the award and will assist you to develop a number of skills that, in turn, will assist you to progress with the award. Some of these skills are: Time Management; Report writing, preparation and presentation; Handling assessments; Presentation production and delivery; Group working; Research skills; Professional and legal development; Project Management as well as general matters concerning personal development.

Whilst it is fully accepted that it is not possible to include an in depth approach to each of the included topics, the coverage will be a good grounding to help you with your other studies within the Foundation Year in Computing & Business Technology award as well as a good introduction to the topics covered within similar modules within the degree programme.

Personal Tutoring will be arranged such that you will have a nominated person that you can approach to discuss any matter be it academic and / or personal.

13. 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 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.

If you are considering using the APL process, you are strongly advised to speak to the Award Leader (David Hodgkiss) initially.

14. Award Regulations

Your award is regulated by the Undergraduate Modular Framework.

These can be accessed at : <http://www.staffs.ac.uk/current/regulations/academic/index.php>

Module Failure - what happens if I fail a module?

If you have failed to satisfy the assessment criteria of the module, you will be awarded a **fail grade** (Grade Points 3, 2, 1 or 0). If you have failed to submit any assessment for the module, you will be given a **Grade Point N** (Fail due to non-submission) for the element(s) of that module and you will only be allowed a further attempt at that element(s) of the module at the discretion of the appropriate Board.

If I fail a module, can I resit it?

(i) If you made an attempt at your assessments at the first attempt:

You will only be guaranteed an opportunity to attempt referrals **once IF, and only if**, you have made an attempt at the assessment(s) on the first occasion unless a claim for Extenuating Circumstances has been successful.

(ii) If you did not make an attempt at your assessments at the first attempt:

If you do not submit work or attend assessments at the first attempt, that guarantee of a referral is lost and the appropriate Board will decide whether or not to allow you a referral. In making its decision, the Board may take account of your engagement with that module.

If the Board does allow you a referral(s) and you do not take the referral(s) at the time notified to you by your Faculty/School, no further referral opportunity will be given to you and you may fail the award.

When can I take my resit(s)?

In all cases, if you are allowed a referral(s), the referral(s) must be taken at the next resit opportunity. For most students, this will be in August 2013 but will depend on the nature of the award and the timing of your assessments.

It is your responsibility to make sure that you know when you are required to resit.

15. Award Specific Regulations

Upon successful completion of the Foundation Year in Computing & Business Technology you will be eligible to progress to any of the degree awards that the School of Computing is offering.

Should you complete the year and, after referrals, have not passed all of the modules, we will normally expect to be able to offer you alternative progression opportunity with one of our partner colleges.

16. Placements

Not applicable

17. Final Year Project/Dissertation/HND Project

Not applicable

18. Professional Body Recognition

Not applicable

19. Academic Misconduct and Plagiarism

The University and Faculty take the issues of academic dishonesty, plagiarism or cheating very seriously. If you are caught breaking the University's rules, you can expect to be punished – this might mean failing an assignment, failing a module or even failing your award and being asked to leave the University.

It is vitally important that you understand the rules regarding plagiarism. These can be found at:

http://www.staffs.ac.uk/images/academic_dishonesty_tcm68-12681.pdf

There are several resources available to help you in writing and preparing assignments so that you do not break the rules. You might want to look at the following resources.

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

If in doubt, make sure you ask your tutor before you submit work, or arrange to see someone in the Study Skills Centre (located in the library).

20. Student Guide

This Award Handbook is supported by information on the Faculty induction website and other resources provided by Central Services.

Faculty webpages http://www.staffs.ac.uk/faculties/comp_eng_tech/

a2z4u http://www.staffs.ac.uk/support_depts/info_centre/a2z4u/index.jsp

MyPortal <http://myportal.staffs.ac.uk>

If you are still unable to locate the information you need, please ask at Reception Octagon: K266

Appendix A - Glossary of Terms

| | |
|----------------------------------|--|
| Module | <p>A unit of study with a defined learning outcomes, curriculum and assessment.</p> <p>The module definition is to found in the module specification for the module.</p> <p>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.</p> |
| Core module | <p>This is a module that you must take and pass to qualify for a given award title or range of titles.</p> |
| Award Option | <p>This is a module chosen from a list of Award Option modules. Award Option modules are studied in conjunction with the core modules and from the prescribed set of modules for a particular named award</p> |
| Co-requisites | <p>Co-requisites are those modules that you must take as a package. All the Level 4 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.</p> |
| Pre-requisites | <p>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.</p> <p>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'.</p> |
| Disqualified Combinations | <p>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.</p> |
| Grade Point | <p>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 from 0 to 15, with 0-3 being fail grades for undergraduate module, and 0-6 being fail grades for postgraduate modules.</p> |
| Level | <p>This indicates the academic level at which study is to be undertaken –</p> <p>Certificate level (module level 4 year 1), Intermediate level (module level 5 year 2) and Honours level (module level 6 year 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,</p> |

| | |
|-----------------------|---|
| | 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. |

Appendix B - Learning Outcomes of the Award

| University Learning Outcomes | Level 3 |
|------------------------------|---|
| Knowledge and Understanding | Demonstrate knowledge of basic theories and concepts relating to computers and computer applications. |
| Learning | Formulate judgements in accordance with simple computing theories and concepts. |
| Enquiry | Present qualitative and quantitative data in a variety of ways. |
| Analysis | Analyse, interpret and apply simple techniques to elementary technological solutions. |
| Problem Solving | Develop simple problem solving techniques within the field of computing. |
| Communication | Communicate information accurately and reliably in both written and oral form |
| Application | Undertake training and develop basic skills within a structured and managed environment. Using appropriate tools, undertake simple programming development tasks |
| Reflection | Acquire basic transferrable skills working both and an individual and as part of a team. Practice information retrieval skills and the use of general IT facilities. |

Appendix C - Curriculum Maps

Learning Outcomes Mappings

| Code | Modules | Assessment Weightings | Credits | Foundation Year Awards | 1. Knowledge & Understanding | 2. Learning | 3. Enquiry | 4. Analysis | 5. Problem Solving | 6. Communication | 7. Application | 8. Reflection |
|-------------------------|---|-----------------------|---------|------------------------|------------------------------|-------------|------------|-------------|--------------------|------------------|----------------|---------------|
| | | cw/ex | | | | | | | | | | |
| Teaching Block 1 | | | | | | | | | | | | |
| CE00550-3 | Using Computer Applications | 100/0 | 15 | C | ● | | | ● | ● | | ● | |
| CE00556-3 | Professional & Academic Skills | 100/0 | 15 | C | | | | ● | | ● | ● | ● |
| CE00877-3 | Introductory Mathematics 1 | 100/0 | 15 | C | ● | ● | ● | | | | ● | |
| CE00559-3 | Database Systems: Analysis, Design & Implementation | 100/0 | 15 | C | ● | ● | | ● | | | ● | |
| Teaching Block 2 | | | | | | | | | | | | |
| CE00558-3 | Introduction to Web Technologies | 100/0 | 15 | C | | | | ● | | ● | ● | ● |
| CE00878-3 | Programming: Design & Implementation | 100/0 | 15 | C | ● | | | | ● | ● | ● | |
| CE00579-3 | Introductory Mathematics 2 | 100/0 | 15 | C | ● | | ● | ● | | | ● | |
| CE00582-3 | Computer Systems and Networks | 100/0 | 15 | C | ● | | | ● | ● | ● | | |

Appendix D – Feedback on assessments

Our principles - good feedback should:

1. Be an interactive process involving student-tutor and student-student dialogue

There should be an agreed point of reference and common starting point between students and staff as to what constitutes the purpose and use of feedback as part of a learning process. The content of this originates from the knowledge and professional expectations of the subject discipline. Determining the common starting point is an iterative process emerging out of interactive dialogue between staff, students and their peers, where all participants challenge and are open to each other's views.

2. Facilitate the development of self assessment and reflection

The feedback should generate a series of questions for the student which makes them think about their learning now, and what they need to do to develop their learning in the future. This will enable them to understand the purpose of the feedback in each specific context; create the capacity to developing evaluative judgement; the ability to review their own performance against professional and academic criteria; and to think about learning strategies they need to develop in the future;

Because of the principles, you; the student; can expect:

- To work with a set of agreed assessment rules
 - To agree with staff and other students on why you will get feedback
 - To debate with other students
 - To learn from other students
 - To see other students learn from you
 - To debate with lecturers and other staff
 - To learn from lecturers and other staff
 - University staff to learn from you
 - Every conversation about your studies to be a type of feedback you can learn from (we are an Academic Community)
 - To get feedback throughout your course
 - To also get specific and timely formal written feedback from lecturers on your marked assessments
-
- To ask yourself new questions about your learning
 - To ask yourself new questions about your subject
 - To improve your understanding of your own thoughts
 - To improve your ability to see the worth of other people's work and thoughts
 - To improve your ability to evaluate your own work and the work of others
 - To become better at working in order to meet specific goals or targets
 - To get better at working out what types of feedback you need and working out when you need feedback

3. Clarify for students and staff, through dialogue, what good or bad performance actually is in the assignment or task. [1]

This involves identifying and justifying the strengths and achievements of the assignment, artefact or task under discussion. This should also then lead to outlining how changes and improvements may be made, through reference to discussion around what constitutes the criteria for good performance and how the outcomes of the task have been met. Students need to be aware that feedback is a process that can take place at any time or place, and isn't restricted to formal learning situations.

- To get better at seeing where your work is good and where it needs improvement
- To get better at seeing where other people's work is good and where it needs improvement
- To get better at giving people help to improve their work
- To get better at accepting and using help from other people to improve your own work
- To discuss how ideas like "good" and "bad" relate to marking criteria
- To get and give feedback wherever you can: not just in tutorials or seminars

4. Be developmental, progressive and transferable to new learning contexts

The dialogue and understanding that emerges from the feedback should be applicable both to the current debate and also contain elements that are able to be translated to a range of current and future learning situations. As the student progresses through their learning journey they should be developing a more sustained and sophisticated approach to their learning, culminating in the expression of the graduate attributes appropriate to their level and subject specialism

- Your feedback to be relevant to your course
- Your feedback to be relevant to the way your wider subject area is developing
- Your feedback to give you useful ideas for ways of doing future learning
- Your feedback to help you get a deeper understanding of your subject
- Your feedback to help you develop your overall thinking

5. Be ongoing and embedded in the learning process

Feedback isn't simply an activity that takes place after assessment – it isn't something that is simply done to students! Feedback that is effective and timely occurs when students know when they need it, recognise what they want it for, and know how to ask for it in a way that is appropriate to their needs.. It is multi faceted both in terms of content and format.

- To give and receive feedback frequently
- To learn to recognise when it would be useful for you to get feedback
- To learn to recognise what type of feedback it would be useful for you to get
- To learn how to ask for appropriate feedback
- To recognise that there are many appropriate ways of giving feedback

6. Motivate, build esteem and confidence to support sustainable lifelong learning

Feedback needs to point out what has been done well, both in

- To get, and give, praise for things that have been done well
- To get ideas that will help you improve your future learning and work

terms of the task process and the product. Feedback needs to offer 'do-able' actions for future learning/work, so that students are able to improve. Modules/awards need to engage students with multiple feedback opportunities,

7. Support the development of learning groups and communities

Good feedback – as outlined in Points 1- 6 - should create the environment whereby effective and productive learning is taking place, leading to the emergence of a flourishing learning community.

- To give ideas that will help other people to improve their future learning and work
- To get a lot of chances to receive and give feedback in a variety of ways

- To be part of an improving learning community
- To be personally responsible for helping that community get even better
- To see other people also taking personal responsibility for helping the community to get even better