Staffordshire University
Faculty of Computing Engineering and Technology

Joint Awards - Stafford 2009-2010

Student Handbook

University Undergraduate Modular Framework
Single Honours Awards BSc(Hons)
3 years full time 4 years sandwich

Aeronautical Technology	**Information Systems**
Applied Statistics	**Internet Technology**
Automotive Technology	**Mathematics**
Business Computing	**Mechanical Engineering**
Broadcasting Technology	**Mobile Communications**
Computer Games Design	**Mobile Computing**
Computer Games Programming	**Multimedia Computing**
Computer Graphics	**Music Technology**
Computing	**Network Computing**
Design Technology	**Network Engineering**
Electronic Commerce	**Robotics Technology**
Electronics	**Software Engineering**
Film Production Technology	**Sports Technology**
Forensic Computing	**Web Media Technology**
Forensic Engineering	

Purpose of your Student Handbook

The purpose of this student handbook is to provide you with key and essential information relating to your studies. The handbook has two parts:

> Part 1 - this gives specific information for your award
> Part 2 – this gives essential information on the more general aspects of your studies

In addition you should also read the University Award Regulations, which can be found at

> http://www.staffs.ac.uk/current/regulations/academic/index.php

Welcome from the Dean

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

Part 1 – Award Information

1 Welcome

On behalf of the Joint Award Team I would like to welcome you to Staffordshire University and the Faculty of Computing Engineering & Technology. My name is Patricia Lewis and I am the Award Leader for the Joint Awards on the Stafford campus. I am also your Level 1 and 2 tutor. The other members of the Award team are the Level 3 tutor, Fiona Knight; the project co-ordinator Martin Paisley and the Award administrator Kate Biggin. If you have any queries please do not hesitate to contact any of us. If we are unable to answer your question then we will find someone who can. We will do our best to make your time at University enjoyable and rewarding.

1.1 Award Team Contact Details

The Award Leader:	Dr Patricia Lewis
Contact Details:	Room: K219
	Telephone: (01785) 353549
	Email: P.A.Lewis@staffs.ac.uk
Level 3 Tutor:	Mrs Fiona Knight
Contact Details:	Room: K246
	Telephone: (01785) 353524
	Email: F.L.Knight@staffs.ac.uk
Project Co-ordinator:	Dr Martin Paisley
Contact Details:	Room: K219
	Telephone: (01785) 353549
	Email: M.F.Paisley@staffs.ac.uk
Administrator:	Miss Kate Biggin
Contact Details:	Room: K243
	Telephone: (01785) 353347
	Email: k.biggin@staffs.ac.uk

1.2 The Student Advisory Team

We hope that you will not have any problems during your time at the University, but just in case you do, the **Student Advisory team** are there to help. The team comprises Janice Kalisz and Rose Arnold. They can be found in K230 and K228 respectively in the Octagon and can be contacted by phone on 01785 353345/353625 or by email j.c.kalisz@staffs.ac.uk or r.e.arnold@staffs.ac.uk

Janice and Rose can help with
- Advise you on both general and academic issues relating to your ward
- Assist with problems that are course related or of a personal nature
- Refer you to sources of professional help/advice if necessary
- Provide advice and guidance with the Extenuating Circumstances procedure
- Deal with Hardship Fund Applications

If you are unwell and have to miss lectures you should make sure that Janice is aware of this as soon as possible so that she can inform your lecturers and help with any resulting extenuating circumstances claims.

1.3 Personal tutors

On enrolment you will be allocated a Personal Tutor. You will keep the same Personal Tutor in Levels 1 and 2. The Faculty organizes Personal Tutor group meetings several times during the course of the year. However, if you have any problems or queries, you should contact your Personal Tutor to discuss them, as soon as possible – don't wait for a scheduled meeting. If you undertake a placement then your visiting tutor will be your Personal Tutor for that year and at Level 3 your project supervisor is your Personal Tutor.

1.4 Contacting lecturers

Academic staff have offices in either the Octagon or Beacon Building. There are a number of ways in which you can arrange to see your lecturers. Most lecturers are happy for you to make an appointment to see them – this will save you time and is better than waiting around in corridors hoping to meet the lecturer by chance. To arrange an appointment: email the lecturer; leave a message on the notice board outside their office with *your* contact details or leave a message with the Faculty office with *your* contact details.

Some lecturers have pre-defined times during the week when they are available on a drop-in basis. Times are usually posted outside their office. Information on contact details for staff can be found on the Faculty's Web Page at:

http://www.staffs.ac.uk/faculties/comp_eng_tech/new_students/FCETessinf.jsp

1.5 Other Resources

The purpose of the Student Handbook is to provide you with information concerning the Joint Awards. It attempts to answer many of the questions you may ask throughout your study at Staffordshire University. You will find various links from My Portal:

http://myportal.staffs.ac.uk/

Here you will find links to your email, the modules upon which you are enrolled and other vital information. However, there are others sources of information that you may find useful:

- Various up to date information is held on the Faculty website:

    www.staffs.ac.uk/fcet,
    This site contains the most up to date information on module timetables, assessment deadlines, tutors, modules and this handbook.
- The modules you take have learning support material held in a system called Blackboard that is available at:

    http://Blackboard.staffs.ac.uk

- Information about the library may be found at:

    http://www.staffs.ac.uk/uniservices/infoservices/library/

- Information about Information Services may be found at

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

- Information about the facilities available in the various computing laboratories may be found at

2 The Joint Awards

The joint degree in the Faculty at Stafford is a combination of two halves. The current halves that are available are

Aeronautical Technology	Information Systems
Applied Statistics	Internet Technology
Automotive Technology	Mathematics
Business Computing	Mechanical Engineering
Broadcasting Technology	Mobile Communications
Computer Games Programming	Mobile Computing
Computer Games Design	Multimedia Computing
Computer Graphics	Music Technology
Computing	Network Computing
Design Technology	Network Engineering
Electronic Commerce	Robotics Technology
Electronics	Software Engineering
Film Production Technology	Sports Technology
Forensic Computing	Web Media Technology
Forensic Engineering	

although some combinations are not allowed. Most of the halves have a single honours award equivalent. For an overview of the aims and learning outcomes of each individual half, please visit

https://myportal.staffs.ac.uk/portal/page/portal/student/student_life/news

and read the award documentation for the relevant single honours award.

2.1 The academic year

The academic year is split into two teaching blocks. The length of each teaching block is twelve weeks. During each teaching block you will typically study four modules. A module is a unit of study, which has a number of credits associated with it. A single module is worth 15 Credits (CATS points) and is the equivalent of 150 hours of learning time. A single module will usually last for one semester. Sometimes you will study double modules (worth 30 credits and 300 hours of learning time), which may span two teaching blocks. Once you have passed a module you are credited with those CATS points. Your mark for the module is given as a Grade Point (see section 4.6).

2.2 The Joint Award structure

A BSc Honours Joint Award usually takes 3 years full time (or 4 if a placement is taken). The maximum number of years you can be registered on an award is 8 and the maximum number of years you can be registered on a level is 4.

You will study various types of modules. **Core** modules are ones that you **must** take and pass. **Award Options** are modules chosen from a restricted list of modules relevant to your award. **General Options** can be chosen from a wide range of University wide modules (see section 2.5) and do not have to be directly relevant to your award. It gives you the opportunity to broaden your knowledge and skills base by studying, for example, business modules or a foreign language.

Year 1 – Certificate Level – Level C

During your first year you will study 3 core modules from each half of your chosen award; a study skills module and you will have a General Option.

LEVEL C	Subject A	Subject A	Study Skills	Subject B
	Subject A	General Option	Subject B	Subject B

Year 2 – Intermediate Level – Level I

During your second year you will study 3 core modules from each half of your chosen award and you have two General Options.

LEVEL I	Subject A	Subject A	General Option	Subject B
	Subject A	General Option	Subject B	Subject B

Optional Placement Year

Between Level I and Level H you may choose to undertake a placement year. See section 6 for further details.

Final Year – Higher Level – Level H

During your final year you will study 2 core modules from each half of your chosen award; you must undertake a 45 Credit project and you have a General Option.

LEVEL H	Subject A	Project: Research	General Option	Subject B
	Subject A	Project: Design	Project: Implementation	Subject B

Note: In all of the above the General Options may move between semesters to accommodate the core modules for your chosen halves. For example, if you choose two awards which both have two

cores in semester 1 at Level I, then you will have 4 core modules in the first semester and 2 General Options in semester 2.

2.3 The core modules

To find out which are your core modules you will need to visit the Joint Awards website:

http://www.fcet.staffs.ac.uk/joints/tjtable.asp

If you select your two halves, you will be presented with a page that shows the modules you **must** study and some modules that you might wish to study. If you click on the relevant module you will then be taken to a description of that module. Alternatively, if you know the name or code of the module then simply visit the University module webpage

http://www.staffs.ac.uk/current/student/modules/

2.4 Timetables

Lecture slots and tutorials are usually allocated for core modules. To found out which slots you have been allocated you should visit the timetable website:

http://www.fcet.staffs.ac.uk/timetable/joint.htm

The lectures/tutorials/practicals for option modules will not be shown on your timetable. You should go to the timetable for that particular module

http://www.fcet.staffs.ac.uk/timetable/module_attendance.htm

You can attend whichever lecture/tutorial best suits your timetable provided there are enough spaces.

You should check your timetables and emails regularly, particularly during the first two weeks of the semester for amendments and cancellations.

2.5 General Option choices

The majority of undergraduate awards at the University include an opportunity for students to take modules which are not directly related to the main subject(s) of their award - these are **general options**. General Options carry **general** credit, which means that they contribute to the overall total credits needed for your award and Level 2 or 3 general credit modules count towards the calculation of your base classification. However, they do not count in the calculations used to determine whether to raise your classification.

You may choose any faculty module at your current level of study, provided you satisfy the necessary pre-requisites. Alternatively you can choose any module at any level from the University General Option list

http://www.staffs.ac.uk/modules/options/index.php

except those listed in the University IT Programme. University-wide General Options are available in a wide range of subject areas, including Management, Forensic Science, Law, Ethics, Exercise & Health, Careers, Volunteering, Mentoring and Study Skills.
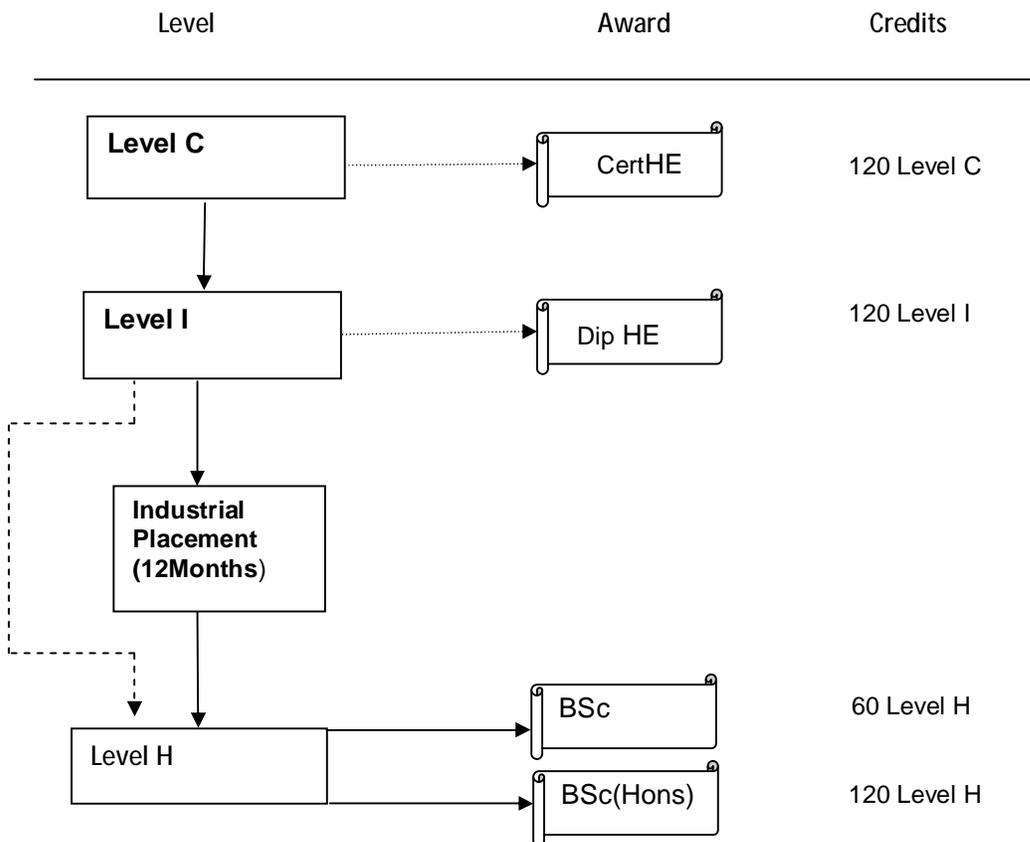
Note: You must ensure that you are able to attend **all** of the required sessions for your General Option. If your chosen General Option clashes with any core modules then you must choose a different General Option.

2.6 Qualifications

For full details of all aspects of Stafford University conferment of degree classifications, please see

http://www.staffs.ac.uk/images/ugrad_mod_fram_tcm68-12695.pdf

The following is a summary and should only be used as a guide.

Level	Award	Credits
Level C	CertHE	120 Level C
Level I	Dip HE	120 Level I
Industrial Placement (12Months)		
Level H	BSc	60 Level H
	BSc(Hons)	120 Level H

Certificate in Higher Education

If you achieve 120 credits at level 1 or higher you are eligible for a Certificate in Higher Education (Cert HE)

Diploma in Higher Education

If you achieve 240 credits, with at least 120 credits at level 2 or higher you are eligible for a Diploma in Higher Education (Dip HE)

BSc (Hons)

To be considered for a BSc (Hons) you must have achieved 360 credits in total. These credits must include all of the modules comprising your award

Note: You cannot choose to enrol on an Ordinary Degree. The Ordinary degree is intermediate between the Diploma in HE and a BSc (Hons) degree. It is a fall-back position for those students, who for whatever reason, are unable to an honours degree.

Calculation of Degree Classification

The final degree classification is calculated by taking 70% of the Level 3 Grade Points and adding 30% of the Level 2 Grade Points. This overall score provides the **base classification.** For further information please consult the Academic Awards Regulations at

> http://www.staffs.ac.uk/images/ugrad_mod_fram_tcm68-12695.pdf

2.7 Learning Outcomes

Each module that you study will have its own set of learning outcomes. There are eight University Learning Outcomes. These are:

- Knowledge and Understanding
- Learning
- Enquiry
- Analysis
- Problem Solving
- Communication
- Application
- Reflection

and they are progressively developed from one level to the next. It may not be possible to guarantee that each learning outcome is covered at each Level for all of the possible Joint combinations. You can see which learning outcomes are covered at each level by visiting the Joint Awards website:

> http://www.fcet.staffs.ac.uk/joints/tjtable.asp

and selecting your two halves. At the bottom of this page you will find a summary of Learning Outcomes by level. All eight learning outcomes are assessed at Level 3 via the Project Modules and the Level 1 Study Skills module ensures a wide coverage of Level 1 Learning Outcomes are achieved.

2.8 Intermiting and Withdrawing from Study

It may sometimes be that your personal circumstances change and you feel that you are unable to continue with your studies. If this is the case, then it may not be as bad as you believe and it may be possible for the University to help you to continue with your studies. You should **always** talk to the Student Advisor for advice.

If you need to take a break from your studies then you will need to complete **an Amendment to Study** form. These are available from the Faculty Office (K266). If you intend to return to complete your studies then complete the **Intermitting** section. If you are choosing to have a year's break, but intend recovering any referral modules you will be classified as **dormant.** This means that you will be entered for the assessments but you are not studying any new modules. If you do not want to continue with your studies then you need to complete the **Withdrawal** section of the form.

3. Teaching and Learning

We use a combination of teaching methods on the awards. Some of the modules are delivered through lectures, laboratories and seminars. These are given by a specialist tutors in the appropriate academic field. Other modules are more open ended in the learning outcomes and involve teams of tutors in the delivery. An essential part of this learning process is seen to be the development of your interpersonal and communication skills. To this end project work and teamwork are central to the learning experience. All modules have an element of student centred learning associated with them - this learning undertaken by the student outside normal class contact time. It is essential that you take this aspect of learning seriously, and dedicate a sufficient amount of your time to it, if you are to succeed on the course.

3.1 Independent Study Hours

The undergraduate modular framework specifies 120 CATS points at each of the level, 1,2 and 3. Typical modules are 15 CATS points rated and are specified as being 150 hours total student learning of which up to 48 hours is timetabled contact hours. The remaining hours iare defined as student centred and you are expected to use this time to consolidate material delivered in lectures, to read around the topics covered, to work on any directed learning or tutorials given and to work on assignments.

As a guideline figure, you are expected to work about 3 hours per module per week in addition to the timetabled class contact hours. It is essential that you treat this requirement seriously and that you manage your time effectively in order to gain maximum benefit from it. If you do not allocate sufficient time to this aspect of your learning, it is unlikely that you will be successful with your studies.

3.2 Attendance

Attendance is a university requirement **not** an option.

The Faculty will monitor your attendance. Registers will be taken in all tutorials and practical session. The tutors will pass these registers to the student advisor, Janice Kalisz on a regular basis. If you are not attending, the student advisor will contact you to discuss the reasons for your non-attendance. If you are unable to provide a satisfactory explanation, or do not attend an interview with the student advisor, then you will be referred to your level leader with a view to w**ithdrawing** you from that module. If the module is core then you will not be able to continue with your award. Failure to attend **3 consecutive classes** can lead the University to deem that have withdrawn from your programme of study.

If you have legitimate reasons for non-attendance, for example illness, then please notify the module tutor as soon as possible,so that your absence is not counted as an absence without cause.

Students who do not attend, tend not to achieve. If you are experiencing difficulties with attending, or have other problems, please contact the student advisor, Janice Kalisz (J.C.Kalisz@staffs.ac.uk) as soon as possible. If we do not know that you are having problems, then we won't be able to help you.

3.3 Lectures

Lectures will involve a lecturer presenting information to you. Arrive on time and make sure that you have sufficient paper and pens with you so that you can make notes. It does help if you keep a folder for each subject area, so that you can keep all the lecture material for one subject in one place.
It is most important that you can identify the main concepts which are introduced within the lecture. Do not attempt to write down everything that is said, listen to what is said and write down the key points. You can then build up your own understanding of the lecture within your study time by reading about the subject area, relating the topics introduced within the lecture to those introduced previously, and writing more complete notes. Discuss lectures with your fellow students , but it is essential that you supplement your lecture notes with private study.

Below are some useful pointers in obtaining the most information from a lecture:
- arrive prepared, having reviewed the previous lecture's content
- keep up to date with all the background reading
- listen to what is being said and think about how it relates to your current understanding of the subject
- take short and clear notes, always thinking about what is being said throughout the lecture
- after the lecture spend time understanding the content of the lecture and make more complete notes

It is not necessarily the function of lectures to provide large amounts of detailed facts. In many cases this can only be done by yourself, making use of the books on the reading list, journals or papers to which you are referred and hand-outs which you may be given. The lectures will help you to structure the subject and to understand its main points. The Blackboard Virtual Learning environment also provides very useful support material for your learning.

3.4 Tutorials

Tutorials are normally group-based and so you will get to know most of the people in your group quite well. The aim of a tutorial is to clarify your understanding of the lecture material. This is when you can ask questions about the lecture material and discuss the material with your a member of staff who is a member of the subject teaching team. You will usually be set tutorial work - it helps if you arrive at the tutorial having attempted the task and then in the tutorial you can sort out any misunderstandings that you may have. You should always remember that you should try to attend every tutorial for several reasons:
- this is the time when you can obtain individual help
- ask questions
- be prepared to take the initiative for discussion. Tutorials should not develop into mini lectures
- be prepared for the tutorial by ensuring that you have attempted any tutorial work and have brought this work and also the lecture material with you

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

3.5 Virtual Learning Environments

Our Faculty is strongly committed to delivering suitable modules in innovative and flexible ways. A number of your modules may be partly or wholly delivered in a virtual learning environment- lecture notes, tutorial work, discussions, documentation and even assessment may be undertaken in Blackboard or similar environments. Access to the material is via secure website and thus may be done from University facilities or from home, often at a time of your choosing.

3.6 Practical Laboratory Work

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

3.7 Group work

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

4 Assessment

Our aim is to use the most appropriate form of assessment for your modules. During your academic career, you will meet a variety of assessment types including examinations, multiple choice tests, presentations, group work, assignments and reports.

4.1 Preparation for examinations and tests

Apart from ensuring that you allocate sufficient time for exam/test revision, there are a number of other activities you would be well advised to do in preparation for the exam:

- Attend any revision classes and take due note of any information and advice given.
- Make sure you understand the format of the exam and conditions under which the exam is to be taken i.e. how many questions of various types you are expected to complete, exam length, any materials you are allowed/provided with or not allowed e.g. calculator or mathematics equation sheet, etc.
- Find out when and where the exam is to be held and produce a revision timetable and stick to it.
- Read through the lecture notes, tutorial/practical work and any model answers that might have been provided in order to make sure that,
    - o you understand the content of the lectures, tutorials, practical work, etc. If you don't understand then you will need to do additional work with background reading and asking colleagues and members of staff for additional explanation.
    - o make revision notes of your own which re-expresses the content of the module in your own words – these may be very summary if you understand the concepts covered very well. Remember the revision notes should cover the tutorial work as well as the lectures.
- Review your revision notes regularly ideally until you no longer need to consult them i.e. you can run through the revision notes accurately without looking at them.
- Do not become discouraged if you do not understand something the first time you look at it. It is very common that something will need to be reviewed several times before you understand it.
- Try to explain some idea/concept to another person or even to yourself. Does it appear to make sense the way you have explained it? If it doesn't then you probably need to do some more work on your understanding.
- Try and relate what has been covered to other things you already understand.
- Obtain and work through any past papers if you can hold of them – it is best to do so only after you have done some revision.
- Work through the tutorial exercises without looking at any model answers to see if you can solve them for yourself. If you can't then you need to extra work until you can.
- Try and make up your own exam paper – think of possible questions that could be asked and try to produce a marking scheme (how many marks to be given for each point someone might correctly cover/explain in an answer). Then try and answer your questions. You can do this under exam conditions and then check your answers i.e. mark them for yourself. See how you do. Then revise further your weak points.

4.3 Preparation for Presentations

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

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

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

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

The following checklist can be used as a guide for when you have to stand up in front of an audience and present material.
- Did the talk have a title and was it made clear at the start how much of the subject would be covered?
- Was the introduction sufficient to enable the listener to follow the theme of the talk?
- Did the speaker try to create an interest in his/her subject?
- Was enthusiasm for the subject displayed?
- Was the material presented well or badly?
- Was material arranged in a logical sequence or was it disjointed?
- Did the speaker show knowledge of the subject?
- Did the talk show evidence of research?
- Did the talk have a beginning, middle and an end?
- Was the speaker fluent?
- Was the overall pace too fast or too slow?
- Was there a variety of intonation and style?
- Were there any distracting mannerisms?
- Did the speaker try to display confidence?
- Did the speaker try to establish eye contact with the audience?
- Did the speaker attempt to use any visual aids?
- Was the speaker capable of confidently handling questions from members of the audience?

4.4 Report Writing

Writing reports is a crucial skill. Whilst studying on your award, you may be required to produce several reports of various types. A report may contain information from a variety of sources, such as experiments, tests, direct observation, questionnaires or interviews. A report should not contain personal opinions which are not supported by any type of evidence. A good report should interest the reader.

Before writing a report, it is important to ask yourself:
- Who will read the report?
- How long should it be?

- What is the purpose of the report?

The answers to the above will provide information about the type of language to be used in the report; that is, technical or everyday terms, and the structure of the report. The format of written reports varies considerably and the choice of format for a report is very important. You should list the contents of the report and organise them to suit the audience.

Before you start writing any report it is important that you recognise and remember that a long report is not necessarily a good report. A good report presents the material in a well-structured and concise manner. You must pay attention to the details of the report such as:
- consistent page numbering
- an accurate table of contents
- consistent style- typeface, font, alignment etc.

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

4.5 Special needs

If you have special needs requirements concerning your assessments, then you should be assessed by the University Disability Advisory Service, who will then inform the Faculty's examination administrators. It is **your** responsibility to ensure that you have been assessed.

You should provide the Faculty examination administrators with contact information and the modules that you are studying. As soon as you know that a class test or examination has been scheduled **you must** contact the examination administrators – do not assume that suitable arrangements will automatically be made for you. The Faculty cannot guarantee to make suitable arrangements for you if you give less than two weeks notice. The examination administrators can be found in the Award Support Office, K266 in the Octagon.

4.6 Grade Points

During the course of the year you will receive feedback and marks for the assessments that you have submitted. Your final confirmed grade for each module will only be available after the Award Board, which takes place in June. The final result for each of your module are presented as a **grade point.** The table below gives an indication of how to convert grade points to percentages.

Classification	Grade Point	Percentage
Fail	1	0-19%
	2	10-29%
	3	30-39%
Third Class	4	40-42%
	5	43-46%
	6	47-49%
Lower Second	7	50-52%
	8	53-56%
	9	57-59%
Upper Second	10	60-62%
	11	63-66%
	12	67-69%
First	13	70-72%
	14	73-76%
	15	77+

Note: The percentages given are only for guidance – the Award Board and External Examiners have the discretion to change these boundaries.

4.7 Results

There two points during the course of the year when there will be formal feedback on your performance. Near the start of semester 2 there will be a **Progress Review** meeting. You will meet with your level leader to discuss your results for semester 1. At this stage these results will be provisional and subject to confirmation at an Award Board.

In June an award board will take place, usually in the presence of an external examiner. It is at this point that all of the results are confirmed. Results will be sent to your home address, unless you advise us differently. Results are also available from the Faculty website and they are also posted in the reception area of the Octagon building.

Please do not telephone or email your level tutor and ask for your results – results cannot be released over the telephone or via email.

5 The Final Year Project

Your final year project is a major piece of academic work and gives you the opportunity to demonstrate your skills in managing a project from inception to completion. You cannot be awarded an honours degree without successfully completing a project. The project comprises the following three modules:

      Semester 1:   Research module
      Semester 2:   Design Module &   Implementation module
Note: Only one project module is compensatable, which must be a grade point 3.

Your project supervisor will be assigned by the project co-ordinator. You are able to suggest a possible supervisor, but we cannot guarantee that your choice will be available, due to that lecturers other commitments. You should choose your project and once a supervisor has been allocated to you, you have regular (normally weekly) progress meetings. Projects are second assessed by another academic to ensure consistency. The project manager will provide advice and guidance should problems arise that cannot be solved between yourself and your project supervisor or second assessor

The Research module will be completed and assessed in semester 1. You are assessed on your project proposal; project management skills and Research. You are required to submit a project proposal and an interim report detailing your research findings. There will also be a presentation with a second assessor. You are required to submit a Grad-ex entry.

The Design & Implementation modules will be assessed at the end of semester 2 by a demonstration to your supervisor and assessor and a final report - which for completeness should include your research from interim report - even though that portion of the report will not be re-assessed. The report you produce should conform to prescribed standards of referencing.

Further details are available from the Joint Award Project website

      http://www.fcet.staffs.ac.uk/current_students/jointfyp/jointfyp.htm

6 The Industrial Placement Year

All students can undertake an optional period of industrial work experience. This is usually during the third year, following completion of level I (level 2) studies. This is normally a salaried year, the company employer paying the students for their work.

During this period, the experience of work greatly enhances your employability. The process of finding a placement involves you in the completion of CVs, applications, interviews and the whole employment selection process, thus providing excellent experience ahead of the final year.

There are hundreds of companies who have links with the University. Over the years students have managed to find work all over the world. The Faculty has a Placement Office that will help you to get your placement organised. Their responsibility is to act as a link between you and organisations that are willing to take students on a placement. They will advertise vacancies and advise you on your CV. You must contact them to apply for any position that they advertise. Firms have their own methods for dealing with applications. You will be invited for interview and may find yourself competing not only with your fellow students, but also with students from other institutions. Obviously, it is up to you to get the job! The majority of these placements are paid so you will be earning a decent salary perhaps for the first time. You have to work for at least 48 weeks in continuous employment and are required to produce a report at the end of your placement which forms part of your assessment. You are allocated a Faculty tutor who will visit you normally twice a year to keep track of your progress.

In order to qualify for the award of a sandwich degree the industrial placement period must be passed. You will be required to submit a report (usually mid-July) and are assessed by a company tutor and a visiting tutor. To pass the industrial placement you must

- complete (usually) 48 weeks of relevant work experience
- achieve at least 40% in the placement report,
- achieve an aggregate mark of 40% or more.

If a mark of over 40% is achieved, but any of the first two conditions are not met, then you will receive a grade point 3 and be referred in the placement.

The industrial placement cannot be subject to compensation and does not have any credits associated with it. For more detail on the requirements and processes involved in finding and undertaking a placement see the placement website at

http://www.staffs.ac.uk/faculties/comp_eng_tech/placements/index.jsp

7 Personal Development Planning (PDP)

Personal Development Planning (PDP) is a set of activities and an approach to your studies in which the University encourages you to engage. PDP encourages you to reflect on your life and career goals and expectations, in order to analyse what skills and knowledge you need in order to accomplish those goals. It encourages you to try to integrate your academic studies with the rest of your life and aims to try to help you appreciate the relevance and context of your studies. It will also try and help you become equipped with the set of skills that will help you take a more proactive approach to your life and the place of academic study and lifelong learning within it.

The University uses "Pebblepad", an on-line web-based system which allows you to carry out these activities and record your progress. You will be introduced to Pebblepad during Level 1. The Pebblepad system will provide you with reminders of how you should be progressing, will highlight modules/assignments/activities which will help you reach your goals and will give you a place to

compile your skills, goals, targets, reflective diary and evidence. This will all be confidential and you can choose whether or not to share this information with your tutors.

8 Management of the Awards

The Joint Awards are managed by the Award Leader and the Award Management Committee which has overall responsibility. The committee consists of:

- Award Leader
- The Award Leaders/Scheme Leaders for the individual half awards
- A representative from each Programme Area
- Level Leaders
- The Student Advisor
- The Placement Tutor
- Project Tutor
- Information Services Representative
- Student Representatives

The committee meets on a Wednesday afternoon in each teaching block. The aim of this committee is to give students the opportunity to air opinions, report and support good areas and air grievances about their learning experience in a formal surrounding. The day to day running of the Scheme is the responsibility of the Level leaders, but there are other academics also involved. These include

- Module leaders
- Industrial placement tutors
- Industrial tutors
- Personal Tutors
- Project Manager
- Project Supervisors

Your input is just as important as the academics and managers. In fact changes have been made to the Scheme as a direct result of student opinion. At the beginning of each Academic Year, the Award Leader will ask for volunteers to be Student Representatives. Ideally we would one representative for each level. If more than one student volunteers then an election will be held. Student Representatives are there to represent the views of the students in their year.

As well as voicing your opinions to your student representative you can also talk to your scheme leader directly. In addition, your scheme leader will hold, at least twice a year, an open forum to which all students on a given level are invited to attend in order to raise any issues and provide feedback concerning any aspects of the Scheme or its management.

Student Representative Forum

The student representatives are encouraged to organise their won meeting on a regular basis. Any urgent actions should be reported to the Award Leader. Other issues can be raised at the Award Committee. This forum enables students to benefit from shared experiences.

Module management

Each module has a module leader. The role of the module leader is to:

- Ensure efficient delivery of the module
- Make arrangements for all assessments
- Ensure all student work is assessed for submission to the assessment board
- Evaluate the module via student feedback

Any issues relating to a module, should in the first instance be discussed with the module leader. If the issues cannot be resolved then the Award Leader, Level Leader and Award Committee should be informed, so that a satisfactory solution can be found.

9 Important Dates 2009-10

Induction Week:	21st-25th September 2009
Semester 1 Teaching:	Monday 28th September to Friday 18th December 2009
Exam Week:	11th-15th January 2010
Semester 2 Teaching:	Monday 18th January to Friday 26th March, 2010 and Monday 12th April to Friday 23rd April 2010
Revision Week:	26th – 30th April, 2010
Exam Period:	4th – 21st May, 2010
Results Released:	wc 28th June, 2010
Award Ceremonies:	wc 12th July, 2010
Resit week:	wc 16th August, 2010

Note: You must ensure that you are available for all assessments, including referrals if required.

10 Programme Specific Regulations

Programme specific regulations are regulations which are in addition to those specified in the University Undergraduate Modular Framework Regulations. They allow for award and Schemes to have regulations that are specifically tailored for them.

10.1 Final year project

In order to qualify for the award of an Honours degree all 3 project modules must be passed (this includes passes by compensation and/or referral). A maximum of one project module may be compensated and normally compensation will only be applied if the project module to be compensated has a grade point 3. A grade point 1 or 0 will never be compensated.

If, at the first attempt, one or more of the project modules are failed and have not been compensated (subject to the compensation regulation above), then upon successful completion of referrals in those modules, the maximum degree classification that can be awarded is limited to the base classification the student achieved as a result of their first attempt at level H, except where the overall score is less than 4, in which case a third class honours degree is specified as the maximum.

Note that referral does not refer to re-assessment that is being undertaken as if for the first time.

10.2 Minimum threshold marks.

In order to achieve a pass in a module, a minimum of 30% is required in each component of assessment .Here, the separate components are those listed in the module descriptor. If the minimum requirement has not been achieved, but 40% overall is is achieved, then the grade point given for the module is a 3. If the overall mark is less than 40%, then the grade point awarded is unaltered. Modules that have been failed due to failure to meet the minimum requirements may still be subject to compensation.