



University of
Salford
MANCHESTER

School of Computing,
Science and Engineering

Directorate of Computer Science and Software Engineering

Undergraduate Student Handbook

Computer Science Foundation Year (CSFY)

BSc (Hons) Computer Science (CS)

BSc (Hons) Computer Science with Cyber Security (CSCS)

BSc (Hons) Computer Science with Data Analytics (CSDA)

BSc (Hons) Computer Science with Web Development (CSWD)

BSc (Hons) Software Engineering (SE)

BSc (Hons) Web Development (WD)

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Student support for these degrees is at
<https://firstyearmatters.info>

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Please note, this student handbook is written specifically for the undergraduate degrees within the “Computer Science and Software Engineering” directorate and reflects the content, delivery and organisation of your course.

PART ONE: GENERAL INFORMATION

Welcome to the School of Computing, Science and Engineering!

It is now generally recognised that the boundaries between traditional engineering disciplines, science and computing are blurring. Today's large scale projects require multi-disciplinary teams and, in much smaller scale work, professionals are required who have a broad knowledge. Our School of Computing, Science and Engineering is intended to offer us the flexibility to meet these demands of the 21st century. So within our School you will find staff with expertise in the areas of computer science, multimedia and telecommunications; acoustics, audio and video; engineering; and physics and mathematics. This too gives you the opportunity not only to study your own specific area of interest, but also to come into contact with other related areas and hence, develop a broader knowledge of science and engineering.

Our School is however, very large, being home to some 2,000 students and 140 staff. To reflect the range of subjects that we cover, the School is organised into 'directorates', each focussing on specific subject areas. Your programme of study is located within one of these areas, where we can provide 'localised' and specialised support but with the added advantage of a large School infrastructure in the background. Irrespective of the programme you are studying, you are a member of our School.

This handbook has been designed to help you during your time with us and is an important document. Please do keep it safe. It contains some general information as well as information that relates specifically to your programme of study.

In conclusion we hope that you enjoy your time here at Salford and that you find life in our School to be both exciting and rewarding. We wish you every success with your studies.

The BSc Programme Team

Here are some essential things you must remember if you want to do well in your degree.

The golden rules

1. Attendance is necessary

You cannot hope to do well in the assessment unless you know the Lecturer's angle on the subject. Classes provide a regular weekly structured opportunity to talk to them about their angle. There is absolutely no doubt at all that poor attendance leads to poor marks.

If you consider yourself to have prior knowledge of a subject (programming, web design...) then it is even more important that you pay attention to the Lecturer's angle and understand their expectations. They may not be exactly what you are expecting.

2. Attendance is not sufficient

Simply being there, or picking up/downloading a copy of the notes will not get you very far. You need to join in, to do the required activities and to think about how they went. Work done between classes is very valuable. More than that, it is essential. Revision should be the culmination of your work, not the start of it.

3. Read your email every day

If we have something important that we need to tell students then we will send it to your University email account. You must be in the habit of reading this email regularly.

If any of your modules use the BlackBoard VLE (or some other web resource) then you should also get in the habit of looking at the online module pages frequently.

4. Make sure you notify the University of any changes to your contact telephone number

If we have something **very** important that we need to talk to you about then we will telephone you on your mobile (or at home). It is important for you that we have your correct number, as the consequences of us being unable to reach you are potentially serious ... **for you**.

5. Remember that this is 'adult education'

Getting things done is **your** responsibility. We provide support, but it is **your** responsibility: to know what needs doing; to plan how or when to do it; to do it, etc.

1. Introduction

This student handbook is divided into two complementary parts: the first dealing with general academic information describes what you can expect, and what is expected of you. It provides some guidance on studying for your degree, a broad outline of the facilities available to you, as well as the regulations and practices regarding use of facilities, illness and examinations. The second part of this document deals with information that is pertinent to your specific programme. It will provide details of the modules that you will undertake, outline the possibilities of progression from one year to the next as well as answering some questions about your next year.

This document aims to provide you with useful information so please read it carefully. We invite your comments for things that you think could be added, clarified or need further information. Please inform your Programme Leader of anything you think of that would improve this handbook.

The University maintains a helpful online site that provides general advice, links to its policies and procedures, information on finance, car parking and many other useful links. You should familiarise yourself with the site, which is at:

<https://www.salford.ac.uk/askus>

If you are an International Student you should also consult

<https://www.salford.ac.uk/askus/immigration-visas>

to make sure you understand what you need to do to comply with visa regulations.

Finally, the appendices to this document include a quick check list – a kind of 'frequently asked questions' that you can consult when you have specific questions or concerns.

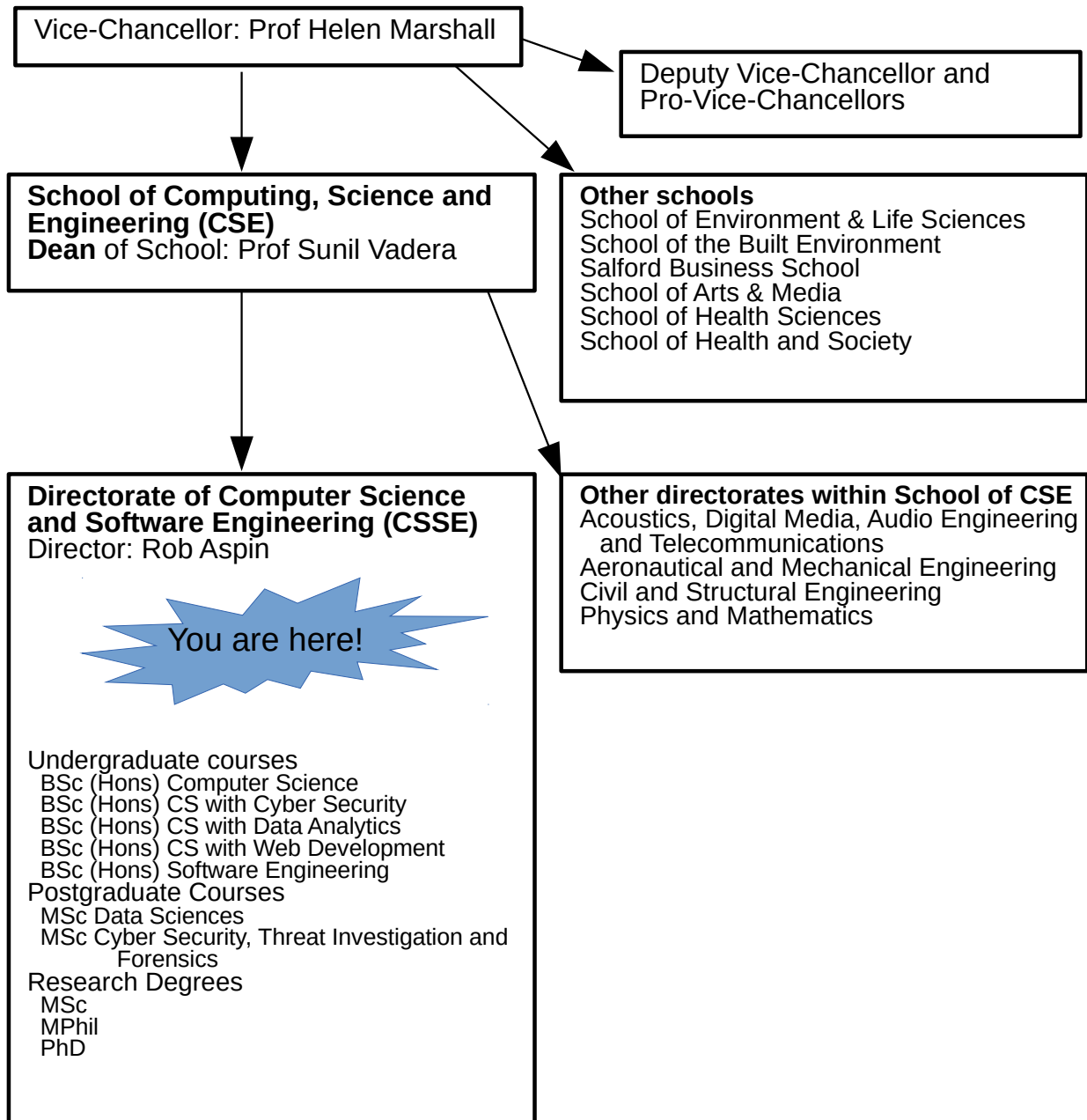
The information contained in this document is *very important*. Please read it carefully and refer to it throughout your time here.

(an electronic copy is available via
<https://firstyearmatters.info>)

If there is anything in it that you don't understand then ask the programme leaders for help.

2. Organisation of the University: School and Directorate

This diagram shows the management structure of the University, and in particular how it relates to the part of the University that is responsible for your course



The majority of *your* support and information will come to you through your programme leader. Your programme leader will teach you at key points of your course. This allows them to get to know you well, which allows them to use their experience to offer you helpful advice.

The 'Dean of School' is Professor Sunil Vadera. The 'Associate Dean (Academic)' (known as the 'ADA') is Bill Davies. The ADA has overall responsibility for all issues relating to teaching and learning, as well as quality assurance, within the School. The contact details for both of these are in section 7 of this document.

3. Studying for an undergraduate degree

3.1 General degree information

Overview

Most modules on every programme of study rely on lectures and tutorials as the basis for instruction. The lectures provide the core knowledge for each module whilst the tutorials provide you with an opportunity to test out your ideas, and to further utilize the knowledge and experience of the staff. If you rely upon lectures as your only source of information, do not attend tutorials and do not any independent learning to further research each subject for yourself, then you will not do well.

The aim of the university and the school is to encourage independent thinking as well as the team-working skills that industry appreciates. Therefore, although staff will expect you to use them to clarify your thoughts and approach, they are not the source of all knowledge and truth. You have opportunities and facilities to build on what you get from the staff, and you have opportunities to look at contradicting opinions and come to your own justified conclusions.

Organisation of the programmes of study

The academic year is divided into three semesters of 14 weeks each (September to January, January to May, May to September). Undergraduate programmes in the School are taught using only the first two semesters, with the third semester being used for resits (or, if you don't have resits, to do whatever you want to do).

The subject matter of each programme of study is divided into modules. Each module is assigned a credit rating, with undergraduate modules being rated either 20 or 40 credits. Each academic year contains modules totalling 120 credits. These modules can be arranged in a number of ways:

- Most programmes have all modules that start in September and finish in May (in this case, there will be a pause in January when we will assess what you have done so far, and then we resume the module)
 - All of our programmes are predominantly delivered in this way
- some programmes do some modules entirely within the first semester, followed by different modules in the second semester (in this case, all the assessment of the semester one modules will be completed before you start the semester two modules)
 - First year programming is arranged this way.

Section 5 provides further information about the academic year, and Part Two of this handbook provides details of the specific modules and structure of each programme.

Managing workloads

Many students at University wonder how hard they should be working, particularly as the ethos of the staff-student relationship puts the onus on the student, not the member of staff, to take the initiative when problems arise. The answer varies from module to module, but as a rough guide, **each 20 credits represents a total of 200 hours of study (including class hours and revision and assessment time). This gives a total workload of 40 hours per week** (it is not called 'full time study' without good reason!) **Therefore for each 10 credits you should expect to spend at least three to four hours per week in personal study time, in addition to the time you spend in tutorials and lectures.** Part of this time should be spent going over your lecture notes, usually with the help of background reading of books that you have obtained from the library, or that you have purchased; other time must be spent on doing any exercises or practical work that the lecturers have set or that you have obtained from other sources.

How to study

Generally students who do well in their studies have the following characteristics:

- they have regular study habits
- **they have a very good attendance record**
- they review their lecture as soon as possible the lecture **so that they can identify issues while there is still time to solve them**
- they work harder on the weaker subjects
- they are better disciplined in dealing with urgent tasks
- they are familiar with library facilities and online facilities.

Almost everyone has problems concentrating for long periods, and our advice is not to spend hours and hours on a single task as it rarely works. Many people find that, for tasks requiring in-depth thought, one of the best times is early in the morning (some people are night owls and prefer working later in the day!). Often engaging in a mixture of tasks is helpful – changing tasks may be difficult but it has many long-term advantages, so learning to interleave work on multiple modules is a useful skill to develop.

What is important is that you try out a range of things to find out what works best for you. Assuming “what worked before will continue to work” is a dangerous assumption, and you should be willing to experiment and see if new subjects, new learning environments and new learning goals require new ways of learning.

You may feel that you have already covered some aspects of a module in a previous course, and so you may feel need only to pay little or no attention to it in a current module. However, while it may be the case you have done some relevant work before, perhaps previously it has not been to the depth necessary in your new environment. Or it may be that you have covered it with a different emphasis to what is now required. Whatever the case, talk to your lecturer about it: do not just decide that there is no need for you to attend that module at all. Even if you have covered the material to an appropriate depth, you must complete all the work that is set. If you do not take the module seriously then you will very probably find that there are significant gaps in your knowledge that will be exposed at a later time.

Advice on how to develop good Study Skills, including how to reference correctly, can be found at <https://www.salford.ac.uk/skills-for-learning>. We will also give you a close look at the types of study skills that are particularly relevant to technology-oriented degrees.

3.2 Lectures, tutorials, workshops etc.

A variety of teaching and learning materials are used to deliver the curriculum including lectures, tutorials, workshops, individual projects and team-based projects as well as computer- and web-based teaching material. Details of which mode of delivery and teaching strategy are used for particular modules are given in Part Two of this document.

At your previous institution you may have been carefully guided through lessons and weekly homework by teachers who accept responsibility for your progress. The emphasis at university is deliberately different, and responsibility for your learning and progress lies with **you alone**. **If you choose to do little work, you can expect to fail assessments. You cannot leave a lot of work until the last minute before examinations and then frantically memorise formulas for predictable questions.** University examination questions aim to test your understanding and ability to analyse a situation and apply the subject, not your ability to regurgitate lecture notes or model solutions. The secret of success is to plan a weekly work schedule and to work steadily throughout the academic year.

Lectures

An important feature of formal teaching in universities is the “fifty-minute lecture”. The intention of many lectures is to convey basic ideas or principles and techniques as well as developing

understanding. This is often the first place you will come across key information about a topic. Sometimes parts of the material covered may be found to be difficult to read and digest from a book alone, whereas a lecture can familiarise you with terminology and highlight the important features of a particular topic. Lectures give a good indication of a reasonable rate at which to assimilate new material, and help to encourage regular study. Each module's lectures are often like building blocks upon which later material is based.

Lectures should not be seen just as an opportunity for the lecturers to read out their notes, but as something that allows the lecture to give structure to the material - separating what is important from what is background, providing examples and context, giving a "bird's eye view" of the subject and how it links to other subjects.

Lectures should be a two-way process, where the lecturer provides information that students can then ask questions about and discuss. Lectures should also be the start of a learning process that will involve you both making sense of what was said or deciding what you need to do to make sense of it.

An important point is that **learning from lectures requires effort on your part**. It is vital that you take notes during the lectures. You will find it impossible to maintain concentration if you try and simply sit and listen, and you will also find you forget all of the extras (structure, examples, context) that the lecturer gives out during the lecture. You need to leave the lecture with a set of lecture notes:

- if the lecturer gives out handouts before the lecture then you can annotate the notes during the lecture – underlining, highlighting, adding notes in the margin, etc
- if the lecturer gives out handouts after the lecture then you need to make your own independent notes that you might want to use later to annotate the lecturer's notes.

Whichever way it is done, you cannot expect to understand and assimilate every detail whilst simultaneously making notes. Therefore, your notes should be reviewed as soon as possible after the lecture to make sure you get things as accurate as you can (lecturers are not infallible, but also you may have miscopied the information from the screen or blackboard) and to decide how to do something about the things you don't understand (you might want to raise it at a tutorial associated with the module, or find the lecturer and ask him/her, or look in textbooks).

Sometimes you might decide you want to completely rewrite your notes because they are untidy or you want to add extra information. This gives you a chance to restructure them rather than simply recopying them. Reading around your lectures and adding to your notes is good practice as it will increase both your knowledge and your understanding.

You need to develop techniques for remaining alert throughout the lecture. Sometimes it is possible to break up a lecture with demonstrations, visual aids and discussions. Sometimes this is not possible and you need to develop your own techniques. If you are making a good set of lecture notes then you are much more actively involved in the lecture and you will maintain concentration much better than if you are simply listening. If you do find that you are finding it harder to concentrate then one option is to change the way you make notes – this can engage your brain in a different way and help you to improve your concentration (this doesn't happen automatically, and it takes time to develop the skills to do this). Another option is to ask a question.

In summary you should:

- actively concentrate on what is being said – if you do not understand something, or find something confusing, ask questions during the lecture or afterwards
- find ways to retain your attention span for the duration of the lecture
- make notes
- review your notes from one lecture before the next one, to ensure you are well prepared to take in and understand the next lecture

In your time at university you will encounter, and have to learn how to deal with, a variety of lecturing styles. This is a strength of University, and prepares you for dealing with variety in the real world after you graduate.

It is important to stress the act of making a good set of lecture notes is an important learning activity. You do not get as much benefit out of looking at someone else's lecture notes as you do from creating your own (though comparing two sets of independently made lecture notes can be a good way of highlighting differences in understanding).

Tutorials / Workshops

An excellent way of gaining understanding is to solve problems or examine case studies that illustrate the theory or general concept of a particular topic. Therefore, tutorial and/or workshops are a vital complement to formal lectures. A variety of formats may be used within a tutorial system ranging from the completion of exercises set beforehand with a tutor's assistance to tutor-led discussion groups, from a lecturer reiterating important concepts from a recent lecture and then expanding on these with more examples than time allowed in the lecture to a tutor simply working through extra examples or even past examination papers. Workshops may revolve around worksheets with assignments in a computer laboratory setting or group problem solving exercises in a classroom.

There will be several tutorials or workshops each week, corresponding to different subjects. This requires you to plan your week carefully (including evenings and weekends where necessary) when you will have to work on your own or with a friend on the course. At first, some students can rely on previous knowledge, but for most people, this stage lasts only a few weeks, as the pace and volume of work increase once you are judged to have settled in. It is sensible to review your work schedule in early November and also early in the second semester. Immediately after the New Year, and again in May, there are end-of-semester examinations. You must be prepared, therefore, to spend part of the university vacations working on course material (as well as catching up on sleep!).

Presentations

Many students are daunted at the prospects of giving presentations. Students are required to give presentations because it is a skill that will be required later in your career, but also because it is an activity that helps to clarify the salient points of any work that has been undertaken.

There are books which give tips on presentations. The careers service can provide resources to help you with this. Generally however, audiences appreciate speakers who:

- 1) Use brief notes written on prompt cards (rather than reading from a script)
- 2) Look up, speak clearly and relatively slowly
- 3) Use visual aids to highlight the key points
- 4) Time their talk well

Poor talks often involve the opposite of the above, such as sudden jumps from one topic to the next, overwhelming amounts of detail, and word-for-word reading from a script.

PDP – Personal Development Planning

PDP is 'a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development'.

PDP aims to help you:

- become more effective, independent and confident self-directed learners;
- understand how to relate what you learn to a wider context;
- improve your general skills for studying and career management;
- articulate your personal goals and evaluate progress towards their achievement;
- adopt a positive attitude to learning throughout life.

A key part of the PDP process involves self-reflection, the creation of personal records, planning and monitoring progress towards the achievement of personal objectives.

We will provide ongoing advice about PDP during your course.

Computer- and web-based teaching

Lecturers on many modules make use of web sites to either provide extra materials relevant to the module or as a means of allowing students to recover materials already handed out at other times. The virtual learning environment that the university uses is Blackboard, which can be accessed via <https://blackboard.salford.ac.uk> and many lecturers make notes and lecture material available for you on this site. It can also be used for University and Programme announcements, **so you should make visiting Blackboard a regular activity.**

Sport and relaxation

Although staff believe that you are at university to work hard, and will set you work in accordance with that belief, they also believe that you should take advantage of the sports and social facilities that the Students Union has to offer. We strongly advise you to take a day away from your academic work each week: what you do on that day will depend on your interests, but you should seriously consider taking up an activity that involves some physical effort: physical fitness often goes with the mental alertness that is needed to cope with the demands put upon you by following this degree programme.

3.3 Student responsibilities

Assessment

Throughout your course you will be required to undertake various assignments for each module. A variety of assessment methods are used to test your understanding of the material covered as well as to promote learning. The types of assessment methods can be grouped into examinations, time-constrained tests, continuous assessments, individual and group assignments as well as individual and group presentations. The proportion of marks allocated to each component of assessment is detailed for each module in Part Two of this document.

Production and submission of assignments

All assignments should normally be produced in an electronic form. As a general approach, it should be noted that a good deal of any writing process is devoted to researching, thinking about a topic, and reviewing and amending work: first drafts are not adequate as final submissions.

It is your responsibility to hand in assignments on time and into the right place. Full submission details for each assignment will be given by the individual lecturer but you should note that some work must be submitted electronically via TurnItIn, which you can find in the module BlackBoard site. You will receive instruction on how to use TurnItIn for e-submission prior to being required to use it for the first time. **The time deadline for e-submissions is 4pm on the day of submission.** You need to be aware of submission deadlines so that you are not penalised for handing work in late. If you have any questions about using Turnitin for e-submission, please speak to the module lecturer.

However work is submitted, beware of delays and problems close to the deadline (computer networks, server down-time, etc) and aim to submit your work early. Work can be submitted days, or even weeks, before the deadline if you want!

Submission of coursework on time (lateness penalties)

If you submit work late without good reason then a penalty will be applied

- a 5% penalty will be applied for work submitted between 4:01pm on the day of the submission deadline, and 4:00pm on the working day after the submission deadline;
- a 10% penalty will be applied for work submitted between 4:01pm on the working day after the submission deadline, and 4:00pm the second working day after the deadline

- a 15% penalty will be applied to work submitted before 4:00pm on the third working day after submission
- a 20% penalty will be applied to work submitted before 4:00pm on the fourth working day after submission
- After 4:01pm on the fourth working day, the work will not be accepted and your mark will be recorded as a “non-submission”. This is potentially serious – see the boxed text below.

For example, if the deadline is 4pm on a Wednesday then

- The “5% penalty” deadline is 4pm on Thursday
- The “10% penalty” deadline is 4pm on Friday
- The “15% penalty” deadline is 4pm on Monday
- The “20% penalty” deadline is 4pm on Tuesday

Always keep a copy of the work you hand in and make backups of any work that you do.

Regular backups of electronic materials are the responsibility of individual students and failure to take such precautionary action is most ill-advised. **Hence, no allowance will be given for loss of materials due to lack of backups.**

Personal Mitigating Circumstances (PMCs)

If you have been unable to meet an assignment submission deadline, or if you miss an assessed event (exam or in-class test), because of illness or some other problem then you must inform the university. Ideally you should tell the lecturer concerned as soon as possible, but what is most important is that you must submit a PMC (Personal Mitigating Circumstances) form detailing the reason for late submission or absence, and you **MUST** provide appropriate documentary evidence of the problem (a doctor’s note, hospital admission notice, etc).

You must submit the PMC form and accompanying supporting documentation no later than two weeks after the due date of submission. The PMC form will be considered by the School and, if accepted, lateness or absence penalties can be reduced or not applied.

You should note the following

- PMCs are not accepted for problems with (or loss of) pendrives, computers, printers, Internet access, travel delays, or any similar things. These things should be expected and allowances made (when approaching a deadline you should build some slack into your timetable to allow for something going wrong – aim to hand in work a day early).
- They are not accepted for financial problems or for clashes between your paid working hours and your university hours. Everyone has financial pressures, and (although we accept that many students have to work to be able to afford to study at university in the first place) it is officially a full-time degree course (having an understanding and flexible employer is very useful).
- They are not accepted for term-time holidays, or for holidays arranged over the resit examination period. We know that families can put great pressure on students in this regard, but you must accept that you have one chance at a university education and you need to devote yourself entirely to it (having a supporting and flexible family is very useful)
- PMCs are not the appropriate means to deal with long term medical issues. For these, you need to get an “Assessment of Need” from the Equalities Office (see section 4.2)

The full PMC procedure can be found at http://students.salford.ac.uk/pmc_guide.pdf with guidance at <https://www.salford.ac.uk/askus/academic-support/pmc>. PMC forms are submitted electronically, via <https://sss.salford.ac.uk/PMC/Guidance/0>

Evidence must be scanned and uploaded at the same time as the PMC, which **must** be done within two weeks of the relevant exam or assessment deadline.

Attendance

University regulations include attendance and participation requirements for students, specifically in the first six weeks of teaching in an academic year. Students not satisfying minimum attendance and participation requirements for the first six weeks of their programme will have their registration cancelled and will be required to leave the University. This regulation is designed to instil in students from the outset an understanding of their responsibilities for participating in activities which contribute to their learning. Students not participating fully at the start of their programmes have been most at risk of failure or non-completion later on. Dealing with these students consumes valuable resources that would be better spent supporting students who are working hard. The University takes this seriously because it is seeking to improve the opportunities for **all** its students to complete.

For your programme, we will monitor your attendance and engagement with your module and course activities during the first six weeks. Students who do not make a solid start to the programme will be contacted quickly and often to see what support can be provided. Students who do not take advantage of this support will be required to leave the course.

It is very important that you attend both lectures and tutorials and keep up with your coursework. Missing lectures and tutorials will mean that you will have gaps in your knowledge that may not be easy to fill. ***This is still the case even if a lecturer makes lecture notes and slides available on Blackboard – these are not distance learning courses: attendance and participation are a fundamental part of the courses.*** If you miss classes then you may find that subsequent lectures seem meaningless, as they are based on things that were discussed at the missing lecture. Keeping up with coursework is vital if you are not to be overloaded at the end of the semester, when you need all the time available to revise for your exams. More importantly, by starting your coursework immediately, any problems in understanding are identified in enough time to enable remedial action.

Often students who have difficulties and fall behind in their work do not reveal the fact until it is too late to do anything about it. Tutors try to be sympathetic in cases where they are aware of the difficulties. The school and the university have advisers and counsellors who guarantee confidentiality to students who consult them. If you do have problems that affect you then please see someone straight away - don't just shut your eyes and hope that they will go away.

Attendance Monitoring

Attendance is monitored for a number of reasons. Firstly, poor attendance almost always leads to poor performance and we need to know who needs to be contacted and encouraged to attend. Secondly, lack of attendance may indicate that a student has problems and needs help. Finally, ***if you are an overseas student on a student visa then the UK Government expects that you are attending your classes and generally making progress on your programme.*** If the UK Border Agency sees that your attendance and/or progress are not satisfactory then they may revoke your visa and require you to leave the UK.

You will be asked to show that you have attended a class by signing the associated Attendance Register. You must only sign for yourself. If you are found to be signing for anyone else then this is a disciplinary matter and it will be reported to the Head of School for appropriate action.

Security

In common with any university or workplace, the University has occasional problems with security. Both staff and students have lost personal items, including purses and wallets. In almost all cases the thieves are from outside the University and take advantage of the free access to campus. Please remember that while you may justifiably trust the vast majority of your fellow students, not everyone walking around the university is as honest. Computers and other valuable equipment have also been stolen.

For these reasons, it is mandatory for ALL students to carry on their person their identity card while on University property. In particular, computer rooms are subject to repeated inspection:

ANY student found without I.D. MUST leave the room unless the person undertaking the inspection can personally vouch for that student. So please avoid embarrassment and carry your I.D. In addition, please be careful to keep your valuables with you.

If you see anything suspicious or anyone who does not look like a member of staff or a student then tell a member of staff or contact security: no one will mind if it turns out to be a false alarm.

Change of address

It is very important that you notify the University of any change to your home address or of your term-time address whilst you are a student here at Salford. This should be done via the online self-service system (<https://cd.salford.ac.uk>) or via the AskUS desk in University House. Your home address is used, for example, to communicate your detailed yearly results to you along with details of any necessary remedial action(s) that must be taken. Hence, any delay in you receiving this information may have a negative effect on any revision and could ultimately even delay your celebrations at the end of your course. It is **your** responsibility to ensure **your** information is correct and up-to-date.

Safety

Always bear safety in mind and don't take risks. Identify the location of safety facilities; first aid boxes in the appropriate School office, fire extinguishers, and primary escape routes in case of fire. Especially note that the Newton Building has two escape routes: one also used as the main entrance and a second, at the other end of the Newton building.

If you see a fire anywhere in any university building, sound the nearest fire alarm and leave the building, as described below. Once out of the building go to the main entrance, where you should then report the location of the fire to security officers. Misuse of fire alarms is a serious disciplinary offence.

Security officers and trained First Aiders can be found via **Central Security** on **0161 295 4773**.

Evacuating the building

The signal to evacuate the building in an emergency is given by continuous ringing of the fire bells on each corridor. Emergencies can by definition occur at any time during the day or night, but whenever the bells are activated and ring continuously you must leave the building by the nearest exit. Walk at a brisk pace (do not run) and on no account use the lift. All smoke doors automatically swing closed in order to contain any smoke hazard.

The fire bells are tested each week at the beginning of a working day, by a short intermittent ring.

If you are disabled you should go to a stairwell and ask someone else to tell a person in authority that you are there. For example, this could be a security officer or a member of the fire control team (who will be wearing green or yellow fluorescent waistcoats). They will then organise your descent.

**WHEN THE ALARM RINGS TO SIGNAL AN EMERGENCY
YOU MUST LEAVE IMMEDIATELY.**

IGNORING A FIRE ALARM IS A SERIOUS DISCIPLINARY OFFENCE.

3.4 Plagiarism

“Plagiarism” is a term used to describe a number of examples of what is also known as “unfair means” – cheating in your assessed work. However, while the word “cheating” has implications of being a deliberate attempt to deceive, “plagiarism” can be more subtle. It can also be accidental, but that is no defence.

When you write your reports, essays or computer programs, you must acknowledge any books, papers or articles you have used, and any ideas that are not your own. Any adequate piece of work will have some dependency on previous work, and this is acceptable (indeed is approved of, being evidence of research on the part of the writer). **However, you must acknowledge the sources that you have used** – this applies to ideas as well as facts, techniques or phrases; also to diagrams, graphs and statistics; to code fragments and software designs. **If you do not acknowledge your sources then this is an example of plagiarism.**

There are two important principles to bear in mind:

- Acknowledging your sources, and saying what you have done with them, is an indication of academic strength. **You should be actively trying to do it.**
- NOT acknowledging your sources can have severe implications, up to expulsion and unemployability

“Referencing” and “citations” are what you need to do to avoid problems. These provide an audit trail to show what prior work has influenced you in doing your work. They are easy skills to learn and we will talk more about them during your modules. Don’t worry - you will be supported in making sure you stay safe.

Please note that it is not usually acceptable to put whole paragraphs of text from other sources into your work, even if you do acknowledge your source. **You are expected to WRITE IN YOUR OWN WORDS.** However, sometimes you may have a legitimate need to copy a sentence or two of text as a direct quotation. If you do copy a small amount of text word-for-word then you must place it in quotation marks (this does not normally apply to mathematical formula) and make sure that the source is clearly acknowledged. Similarly, you must give the source of any diagrams that are not your own.

Plagiarism, which is one of the categories of academic misconduct, is the act of passing off another person’s work as your own, whether this is intentional or not. The most common types of plagiarism include (but are not restricted to):

- Copying another individual’s work, with or without their consent/knowledge, and presenting this as one’s own work.
- Working with another student on a piece of work and then one or all of them submitting the results as an individual assignment (when it is actually a piece of groupwork)
- Quoting or summarizing the work of another author without acknowledgement and appropriate referencing.

Other categories of academic misconduct are:

- Buying or commissioning a piece of work from another individual and presenting this as one’s own work.
- Collusion (working with someone else on what is supposed to be an individual assignment)
- Falsifying experimental or other investigative results
- Taking unauthorised material (including electronic devices) into an examination; copying from or communicating with another person during an examination

The University takes academic misconduct offences very seriously and all suspected cases will be subject to investigation.

As a student of the University, you should ensure that you know and understand what is meant by plagiarism and the requirements of your own School for referencing and citation. Your academic

tutors will provide you with detailed advice and training about good academic practice (*i.e.* how to avoid plagiarism) at the start of the academic year and during modules. In addition, you can seek further guidance about what constitutes good academic practice from your module tutors and the following resources:

- <http://www.salford.ac.uk/skills-for-learning/home/using-and-referencing-information> for more information about referencing;
- <http://www.salford.ac.uk/library/help/academic-support> for “information literacy” skills

When submitting each assignment, you will be need to click on a link that confirms that the work submitted is your own, with all sources duly acknowledged. Read the wording carefully to make sure you know what you are confirming...

- if you are unsure what it means, talk to your programme leader
- if you cannot honestly confirm what you need to confirm, talk to your programme leader before you click it, to discuss what you should do.

Clicking the link has serious implications, and you need to take it seriously.

Where written work is submitted, it is now University policy to make use of some plagiarism detection software called TurnItIn, which is widely used throughout the UK academic community. You will have a chance to have a 'practice submission' to TurnItIn, so you can see what it thinks of your work before you submit it.

Where appropriate, we can also make use of software called JPlag to help us look for collusion in assessed Java programming assignments.

There are two things that are worth emphasising about this range of plagiarism detection software. Firstly, it is only used to assist lecturers, and the final decision about whether something should be referred to the University is made using the lecturer's professional judgement rather than being decided by the computer. Secondly, it is worth emphasising that TurnItIn can easily give the impression that plagiarism is only about using other people's words without acknowledgement. In fact, as was said before, it is also about using ideas, pictures, statistics, designs and many other things that TurnItIn is not able to detect. Rearranging the words so that TurnItIn does not see a text match does not prevent something being plagiarism. **So the best defence against plagiarism is to understand why acknowledging your sources is so important and to make a conscious decision that you want to do this as much as possible.**

Note that if you have allowed a “friend” access to your work, which they subsequently copy, then **both of you will be penalised**. The University does not attempt to identify the original author when one student plagiarises the work of another.

Group work is a valuable feature of your programme where you help and learn from each other. Whenever such work is set you must make clear which portion of the work you were responsible for. You will be given guidelines from individual lecturers but do check with the latter if you are still in any doubts. On the other hand, where an assignment is set as an individual piece of work, the assessor needs to be sure that you are responsible for the work submitted. If you are uncertain about the 'honesty' of your submission, ask yourself the question “If I was asked to discuss the work with an examiner would I be able **fully** to explain it?” The answer should be “Yes”.

If the worst happens and you are found guilty of plagiarism, the University will take appropriate disciplinary action, which may result in expulsion from the University. The University has formal procedures for investigation suspected cases of plagiarism and other forms of misconduct (you can look at them in <http://www.salford.ac.uk/qeo/StudentPolicies> if you want the nitty-gritty detail). It is important to emphasise that students always get a chance to present their case to an independent investigator. However, it is also important to emphasise that the penalties in the most serious cases are severe and can lead to expulsion or to a severely reduced degree classification. We will provide you with support in helping you make sure you stay safe.

Please note that if any accusations are proven, it is almost impossible to keep this news from your family, as some official correspondence is inevitable and the outcome of any enquiry will appear on your record as part of your yearly results. It will also affect any character references that are written about you (we are under an obligation to mention relevant information in a reference, and this is especially relevant if the employer asks specific questions about 'honesty').

Please take this warning to heart and avoid even the suspicion of cheating.

How to avoid plagiarism

Firstly, make sure that you understand what is written in the section above. Whilst individual lecturers may well give particular advice for their module, the following general guidelines will help you to avoid accusations of unintentional plagiarism.

- Never share any individual piece of work with anyone else
- Never share media (USB pendrive, DVD, etc) with anyone else
- Never leave yourself logged on to a computer that is unattended even if you think it is password protected
- Some computers (such as those in N139) have a shared desktop, so anything you copy to the desktop will be visible to other students
- Don't leave work lying around on the printer
- Do not leave old or spare copies of your work anywhere - even in the bin!
- If you lose some media (CD, flash drive, etc), report it at once to your programme leader.
- If you need help with your work then it is *possibly* OK for a friend to give you some generic advice about where to look, but it is **definitely not** OK for them to give you specific advice about what to do or what to think.

To help you understand, consider someone needing help getting to MediaCityUK...

- Saying "You need the number 50 bus" is certainly OK
- Saying "You need the number 50 bus, the stop is outside the old fire station" is OK
- Saying "You need the number 50 bus, the stop is outside the fire station and the fare is about £2 and it takes 10 minutes and once you get off you need to cross the road" is too much (the person you are talking to is supposed to be a mature independent adult and needs to learn how to work things out for themselves).
- Saying "I'll take you to the bus stop and put you on the bus" is far too much
- Saying "I'll take you there myself" is way too much.

You should be able to generalise some principles from this which you can apply to your studies. We want to assess what YOU can do, and we want to give you feedback to help you do it better. Plagiarism, and other forms of cheating, undermine this.

Overall it is **much** better for you to approach a tutor or lecturer to get some formative feedback on what you have done, or thought of doing, so far. If this is not possible at a particular time (perhaps because the lecturer is not available) then you should move onto some other work and come back to it (which, of course, implies you are not doing your work at the last minute).

3.5 Student input to programmes

Student feedback on modules

The University and School have a policy requiring that every module must be reviewed at least once every two years, but we try and do most every year. When a module is reviewed, you will be asked to complete a questionnaire that seeks your views about the quality of the learning experience of that module.

The results of each questionnaire are analysed and this feedback enables academic staff to respond and to make appropriate changes to the teaching process. For each module, staff prepare a Module Report to review the delivery of the module, results obtained, the student feedback and planned actions. These are then presented to the committees mentioned below.

Since the purpose of the questionnaires is to collate information about the learning experience on a given module, it is very important to complete and return these: we cannot address problems if we don't know about them.

Student feedback on programmes

The student feedback on modules is incorporated into a “module review”, and all of the module reviews are incorporated into an “Annual Programme Monitoring and Evaluation” form, which looks at operational aspects of the course and makes plans to address issues and develop programme quality. This report is presented to the staff-student committee (see next section). This transparency allows both staff and student representatives to take part in the monitoring of good practices and to make valuable contributions to any decision forming process.

Every five years, we undertake a “Periodic Programme Review and Reapproval”, which is a much bigger look at the running of the programme. This involves input from current students, graduates and employers. We successfully completed this review for all of our programmes in early 2013.

Also every five years, we apply for course accreditation by the British Computer Society, the professional body for the IT industry. A key part of the accreditation visit is input from current students. Our next visit is will happen soon, and we will be in touch to get volunteers!

Representation

After the first weeks of the first semester, you will be asked to elect a representative from your cohort for the staff-student committee. For both students and staff, this is an important person, as it provides a channel of communication between the Programme Leader and the students. The student representative should represent the views of the students as a whole to an individual lecturer (if the problem relates to a particular course) or to the Programme Leader (if it is a wider problem). The Staff-Student Committee meets formally each semester to discuss matters relating to the degree programme. However, it is hoped that any serious concerns will immediately be brought to the attention of the relevant Programme Leader.

3.6 Computing facilities

Computer provision and organisation

All computer workshops take place within laboratories on the first and second floors of the Newton Building. These are specially designated computer laboratories where sufficient machines are situated to guarantee access during scheduled periods and usually outside of these times.

During Induction Week all new students will have a chance to get some help with computing facilities. This is designed to ensure all students are comfortable using the computer systems and email facilities that are an essential part of their course.

All laboratories have timetables placed on the door giving details of bookings including the lecturer who has booked PCs, the module name and the cohort expected. If, at the start of a class, lecturers or tutors for laboratory sessions feel that there are not enough unused PCs for the booked class then an announcement will be made to the effect that there were timetabled students arriving for a booked class and that users should seek to find PCs elsewhere. Similarly, if lecturers wanted to group a booked class in a particular area of the room then a similar announcement can be made to that section. Clearly, if there is insufficient movement, common sense would indicate other measures.

It should also be noted that students who are not in place within 15 minutes of the start of their booked period - without good reason - have no claim upon a booked PC. This is to allow other students to proceed on the assumption that they will not be asked to leave after such a time.

In addition to our School laboratories, the University provides open access laboratories across the university. See <http://www.salford.ac.uk/dit> for further information.

Behaviour within laboratories

The School laboratories are provided for you to be able to complete academic University assignments, to allow you to further your education through on-line facilities and to allow for an effective means of communication in email. As such it is expected that noise will be kept to a minimum **at all times** in all laboratories and those not observing such expectations will be asked to leave. Students who disturb others or eat or drink in the laboratories will be subject to disciplinary action. **It is important that you familiarise yourself with the disciplinary procedures below!**

The laboratory rules are common sense, for example for IT laboratories:

- It is illegal to pirate (i.e., copy without authorization/steal) software or to download copyrighted material.
- It is illegal to hack into computers, or to use other users' passwords to obtain unauthorized access to computing facilities.
- Unauthorized software is not allowed (it is a major source of computer malware).
- Computer games are not allowed.
- Chewing of gum or eating of food is not allowed. Any food must be stored away (e.g. in a bag)
- You may consume drinks **provided that the liquid is in a sports bottle**. Cups, cans or bottles with a simple screw top are not allowed.
- Mobile phones must be switched off or be in silent mode. You are allowed to send and receive text messages/IMs provided this is done in a responsible and quiet way.

All of the above bullet points are additionally subject to the University's disciplinary procedures. In particular, note that you should never give your password out to anyone else: you are solely responsible for any misuse that may occur under your user name. Students who have broken these rules in the past have been fined and in some cases excluded from the university (i.e., thrown out).

It is very important that you behave in a professional manner at all times in the laboratories.

Laboratory disciplinary procedures

Disruption to the working environment will not be tolerated. Quite simply this means that any instance of inappropriate behaviour will lead to the following ban from unsupervised laboratories:

- A first offence will lead to a ban from these laboratories for 5 full working days and an interview with the Director of CSSE
- A second offence will lead to a ban for 15 full working days, a note laid on your official record and an interview with the Dean of School.
- Further offence will lead to a ban decided by the Director of CSSE who may also refer you to the University Disciplinary Committee.

Other measures such as removal of the right to use email will result from misuse of this medium. Examples of unacceptable behaviour are group emailing not authorised by your Programme Leader, perpetuation of any form of chain letter, sending of abusive or obscene material, or over-large email attachments.

4. Student Support and Welfare

4.1 Induction

Induction week

The aims of induction week are to welcome new students to the School as well as to provide all students with information relevant to their year and to their programme of study; to register all students with both the School and the University and to introduce new students to staff and to other new students.

The details of your week will vary depending on your programme and year of study, but you can typically expect the following:

- A talk from your Programme Leader giving both general information and guidance as well as specific information about the programme of study.
- A “health and safety” induction (legally a university is your workplace).
- A free buffet lunch for new students.

Your programme leaders view induction as a gradual process that begins with induction week but is supported by sessions that are delivered when they are most appropriate and relevant. You should therefore expect sessions throughout the first semester looking at getting you used to higher education, and sessions throughout your course looking at getting you used to your wider subject area. Take advantage of all of these – they are as important as your technical subjects.

Timetables

Class timetable for the whole academic year will be made available prior to the start of the academic year. We make these available via <https://www.firstyearmatters.info/cs/timetables.html>. Copies of the timetable for the current semester will also be displayed on the notice boards on the Newton second floor, and new students will receive printed copies of semester 1 timetables during induction week.

Although every effort is made to ensure that these timetables are as accurate as possible, there may be slight changes throughout the year and you should therefore check the notice boards, and read your email regularly, to make sure you are aware any changes.

It is important to bear in mind the following:

- In the second and final years, it is common that a module’s teaching will begin with the first lecture, and therefore any workshops or tutorials that are timetabled before the first lecture are likely to be cancelled. You will be notified during Induction Week (and/or by email) if this is not the case. **However this does not apply to first year modules, and all timetabled events will always take place!**
- That the University operates a system whereby each week is numbered and this system is used on all timetables NOT calendar dates. Thus Induction Week is week zero. Section 5 contains the week numbering scheme for this academic year.

4.2 Student Welfare

There are several people from whom you can seek help and support. Each has a different role, which is described below. However, this does not prevent you from talking to other members of staff if you have problems – we would prefer you to talk to anyone with whom you feel comfortable rather than no-one at all, and therefore leave problems unresolved.

If you approach your Programme Leader with a problem then he or she can usually direct you to someone who can help. Nevertheless, please remember that your programme leader is not a trained counsellor - we do our best, but we are not professionals in this field. We will relate your

problems to other staff when it is necessary and only if you give your permission for such disclosure. Otherwise, we have a duty of confidentiality.

Programme Leader

The Programme Leader has overall responsibility for your programme. From a student perspective they are also the only person who can authorise the following actions:

- Transfer to another programme
- Withdrawal from the programme
- Reinstatement after revocation.

Personal Tutor

The University provides all students with support that covers personal (pastoral) care as well as academic care. This has traditionally been done through the role of “Personal Tutor”, who has had a number of functions:

- Helping a student to resolve personal problems either directly or through referral to University support services
- Handing out student results following meetings of the “Boards of Examiners”

It has been our experience for a number of years that students see the role of “programme leader” as being key to the support that they want, and that academic and personal support very often is closely linked. The programme leaders have built up a good deal of experience in supporting students with a wide range of issues. We have also organised a series of year tutors

- Andrew Young is the year tutor for the foundation year
- Norman Murray is the year tutor for the first year
- David Newton is the year tutor for the second year
- Julian Bass is the year tutor for the final year

During your course you should go to see any of the two undergraduate programme leaders or year tutors for any sort of query or support issues, and they will be able to offer advice or referrals.

If there is any reason why you feel unable to raise an issue with your programme leader or personal tutor then you can also talk to:

- the director of the subject area (Rob Aspin)
- your course representatives
- the university's Diversity Officer (Arron Pile)

Who to approach if difficulties arise

Many of you will go through your time here with few, if any, problems to hinder you. Others may encounter problems from time to time, either in the course itself, or in their personal lives, and may need help to overcome these problems.

If you do experience difficulties then bottling it up is usually the worst thing to do. You may be popular and well-liked at home, only to find that the people in your hall or house are not your sort of people, and you feel lonely and isolated as a result. You may have problems with your partner. All sorts of problems and difficulties befall students, and you would be mistaken to believe that it cannot happen to you. Where you feel able, you should at least let your Programme Leader know about the problem. In addition, the Health Centre has a trained counsellor and psychologist, the Student's Union has a number of student advisors who have many years of experience in dealing with student problems and can provide practical help over a wide range of issues including work-related-problems, legal matters, housing, grants, etc., and there is a student nightline service. Details of these will be provided in the Student's Union Handbook and are also included in the section below on Complementary Sources of Help. Contrary to popular belief, these are not services that should only be used when the point of desperation has been reached. Those you speak to will have experienced many of the same problems themselves, and will not regard you as odd: everyone, including staff members, experience difficulties at some time.

Often your lecturers will be able to help (or to direct you to someone who can help) and are willing to do so. There are two simple rules for you to follow which will help us to help you appropriately:

- Seek help early: a simple problem can become much more difficult to solve, the longer it is ignored. If you leave things too long then strict deadlines on the submission of PMC forms and appeals may even make it impossible for us to help you.
- Go to the most appropriate person first. The following information may help you to decide who is the most appropriate person to speak to:
 - If you have problems with a particular module, speak to the module tutor first. The major reason for this is that you are speaking to the person best placed to sort out your problem(s). If this is not possible, then approach your programme leader.
 - If you have significant problems in several modules, you may be better advised to consult first with your programme leader who can advise you on the best way to proceed
 - Personal problems are also best discussed first with your programme leader, who probably has the best opportunity (out of all of your tutors) to get to know and understand you. The University counseling service is also available.
 - If there are any problems which seem to be common to many students in your group, and which cannot be resolved by talking to the tutor concerned (e.g. difficulty with access to a physical resource such as a laboratory), then they may be addressed via feedback to your programme representative
 - If the routes outlined above do not match your problem, then seek out any member of staff to whom you feel you can talk.

Student Complaints

If you have a complaint relating to services or facilities provided by the University then this should be dealt with according to the Students Complaints Procedure, which can be found at <http://www.salford.ac.uk/qeo/StudentPolicies>. However, complaints are often resolved locally as detailed in the section above.

Communications

Owing to their many duties, it is sometimes difficult to find some members of staff in their offices just when you need them. Staff can usually be contacted either over electronic mail or through pigeonholes (if you want to leave a message for a member of staff then go to the School Office and ask one of the administrative staff to put your note into the staff member's pigeonhole). Although electronic mail is a useful way of contacting staff, the student noticeboards provide a valuable means of communication between a lecturer and his/her class(es). As such, these should be checked regularly especially at the beginning of each semester.

The primary methods of communication from staff to you are through electronic mail and Blackboard. Therefore you should check your email every day to make sure that you have not missed any important messages or pieces of information. Clearly it helps if your university email account is integrated with the way you normally read email (your phone, your mail program, etc)

Help for disabled students

Specific help and advice for disabled students is provided by the Equality & Diversity Office, presently based in the University House. This office can provide you with help in applying to your LEA for financial assistance and support in coping with your disability at university. Ideally, you would have been assessed prior to arrival at Salford. If this is not the case and you suspect that you have a disability that has not previously been recognised, for example dyslexia, the Equality & Diversity Office can organise an assessment for you. If your disability means you have in the past been allowed extra time in examinations and you wish to be allowed for this to continue, you should obtain a letter from this office before the end of November confirming that you have a disability and require special provision during examinations. Further information about the University's disability-related resources, policies and support services can be found at <https://www.salford.ac.uk/askus/our-services/disability-and-learner-support>

4.3 Complementary sources of help

Student Channel

The one-stop starting point for sources of help within the University is the Student Channel at <http://www.salford.ac.uk/students>. This contains, amongst other things, links to web resources, AskUS and information about campus facilities.

AskUS

AskUS provides a helpdesk in University House, as well as online information about resources and support available if you need advice about money, health and welfare issues, work, study, or any aspect of life here at Salford. Their website is at <http://www.askus.salford.ac.uk>

Academic Learning Skills

It is easy to underestimate the importance of developing good study skills and developing report writing skills. You are therefore strongly encouraged to take advantage of the free and comprehensive range of programmes designed to complement your academic course. For further details please see <http://www.salford.ac.uk/skills-for-learning>

Extra mathematics support

MathScope is a dedicated team of mathematics teachers who provide help on a one-to-one basis and are very familiar with the material taught on our programmes of study. This service is based in room 121 in the Newton Building. See <http://www.mathscope.salford.ac.uk/>

IT Services

IT Services is responsible for integrated information services and systems that enable, underpin and add value to the University's activities. Their portfolio includes the core network infrastructure, computing, training, audio/visual and telephony services.

The Library

The library can provide assistance with sources of information, electronic searches, inter-library loans, referencing, journal access and other similar activities.

Financial assistance

Financial support is a matter of ever increasing importance for students, and help with organising your finances is available from the Students' Union Advice Centre or the Student Assistance Office. If, however, you are faced with financial hardship then you should be aware of all sources of funding available to you. Talk to AskUS <http://www.askus.salford.ac.uk>

Advice on all loans and hardship funds can be obtained by speaking to AskUS. See <http://www.askus.salford.ac.uk/money> for information about drop-in sessions or how to book and appointment. You are encouraged to seek advice from the Student Assistance Office *before* you experience severe problems, if at all possible.

Further details on the range of services available, and help on using them can be found from within the Student Channel homepage at <http://www.salford.ac.uk/students>.

4.4 English Language Skills

All overseas students are encouraged to improve their English Language skills in order that they can take full advantage of lectures and tutorials and also so that they are not at a serious disadvantage in course assessments and examinations. The University offers all such students the opportunity to attend a course in English Language while studying for their degree. Please see <http://www.salford.ac.uk/international/salford-languages/courses>

If you are not a native English speaker then it is important that you try to use English as much as possible – doing so for talking about technical things is very important, but even general conversation will help you to develop your ability to think in English and to express yourself. You may make mistakes, but that is part of learning. One thing we often see is that groups of overseas students from a particular country will go round as a group and will talk almost entirely in their local language. This is understandable, but it is important that they try to minimise this. Having set times when they will only allow themselves to talk English, even amongst their group of friends, will be enormously useful in the long run and is well worth the effort. Reading an English Language newspaper or magazine will also help you develop confidence in using the language (obviously a technology magazine will give you more useful vocabulary than a celebrity gossip magazine!).

4.5 Planning for what will come next

Your BSc course will, if you take advantage of the opportunities, prepare you well for a job in industry or a wide variety of businesses; but it will also prepare you to study for a postgraduate research qualification such as a Masters degree or even a PhD. It is worth pointing out that neither of these things happen automatically, but both need a bit of effort and planning on your part.

Careers in Industry

You should take the opportunity, as soon as possible, to find the University Careers Service. You will find their assistance invaluable in the task of finding a job. They are based in University House.

The Careers Service can help you choose or plan your career - which you should start as early as you can. A wide variety of information is on hand including a computer aided careers package, videos and a large selection of files ranging from different occupations and company information to files such as CV writing and interview technique. The service can provide personal advice through one to one interviews and can also assist you in finding relevant vacation work, placements or sponsorship. For further advice on how to make the best use of the Careers Service, and opening hours, please visit their website at <http://www.careers.salford.ac.uk>

In addition, you would be well advised to attend the Career Fairs that are organised for your benefit from time to time. It may be that you are interested in staying on at Salford or another University to do postgraduate study or research. If this is so, you should see your programme leader or indeed any lecturer whose research interests have caught your eye.

Research

Your final year project may give you a taste for research, and you may decide that you would like to remain at University for a few more years and undertake a postgraduate taught or research programme leading to a Masters degree (and perhaps subsequently to the PhD degree). This would allow you to enter industry with additional specialisation in an area of Computer Science or prepare you for an Academic career. If this interests you then your programme leader will be able to refer you to relevant staff.

See <http://www.salford.ac.uk/study/postgraduate>

5. Assessment Information

5.1 Examinations

There are examination periods at the end of both semesters during the year. The structure of examination papers will be specified at the beginning of each module by the lecturer(s) concerned, who will also tell you if there is a course-assessed component of the overall assessment. It is important that you do follow any instructions on the front cover of any examination paper.

Examinations may provide all compulsory questions, or they may provide a mixture of compulsory and optional, or they may provide only optional questions (typically three-from-five or four-from-six). It is your responsibility to know what type of questions you will get before you go into the exam, and to answer the appropriate questions once you are in there. If you answer more optional examination questions than are required by the paper's rubric then it is the School's policy to mark all questions answered and to take into account those answered best.

Please also note that as a general rule calculators may not be used during examinations unless specifically allowed by the lecturer concerned

We are aware some students may not have experienced academic examinations for several years. We will provide support in revision technique and examination technique, and we will provide past papers so you know what to expect. Please note there is good learning to be had when attempting to do past exam paper questions and getting feedback on your attempts, but there is no good learning at all from looking at model answers to past examination papers!

5.2 Feedback

You can have feedback on all your assessed work - that includes written and oral examinations, and coursework assignments. The purpose of feedback is to promote your learning and help you to improve; feedback will also indicate how your mark was arrived at and will link to marking criteria.

A module tutor should make you aware, when they set a coursework assignment, of the nature of the feedback you can expect and when/how you can expect to receive it. You should receive feedback on coursework assignments within fifteen working days of submission (if we can give you feedback earlier then we will, but you should be aware that producing feedback for a large number of students who have done some detailed analytical work is extremely time-consuming). Feedback may be given electronically but it may be supplemented by other types of feedback.

For written examinations, you should receive an unratified exam mark within 15 working days of your exam date. If you want more detailed feedback on examinations then you should contact the module lecturer and make an appointment to speak to them.

Please note that all marks are provisional and subject to change until ratified by the Board of Examiners.

You should contact your programme leader if you do not receive feedback.

5.3 Credits vs Marks

Credits are a measure of the *volume* of material that you have taken. Passing a module means that you will accrue the associated credits, regardless of how well you passed. To gain credits for a module, you must achieve a mark of **40%** or more on a module. It is the number of credits that you have accumulated during the year which will decide if you are allowed to proceed to the next stage of your programme. Your programme will be structured so that there are 120 credits for each level, making a total of 360 credits for the whole programme (420 if you do a placement).

To progress from one level to the next, you must have gained a total of 120 credits for the level. You gain credits either by reaching the pass mark for the module (40%) or by receiving 'compensation'. Boards of Examiners will grant 'automatic compensation' for up to 20 credits worth of failed modules provided the modules are not *core* (your course does not contain any core modules), the level average mark is at least 40% and the marks of the failed module(s) are at least 30% (with the mark in the final component being at least 20%). This is the limit of what compensation is available, and the Board of Examiners has no discretion to allow students to proceed who do not meet these requirements.

Marks are a measure of *how well* you have done in a particular module. They are used to decide your degree classification. Broadly speaking, the degree classifications are as follows:

- "First class honours degree" – awarded to a student who has averaged marks in the 70s
- "Upper second class honours degree" – awarded where average marks are in the 60s
- "Lower second class honours degree" – awarded where average marks are in the 50s
- "Third class honours degree" – awarded to a student who has averaged marks in the 40s
- "Ordinary degree" – this is awarded to a student who has not quite got to the end of their course (it means they have got to the final year and passed half of the final year, but not enough to be awarded 'honours'). An ordinary degree will not be sufficient to allow you to do some things (for example an MSc) but it is much better than leaving with nothing.

The academic regulations build in some leeway at the boundaries, but you should treat this as a safety-net rather than as a plan!

5.4 Calculation of module marks, level averages and degree classification

All marks that you receive will be percentages (or can be converted into percentages). The pass mark for each assignment is 40%. Award of a mark of 40% means that you have just met the threshold of acceptable performance. Marks from 41% to 100% show you have exceeded the basic requirements in some way, whereas a mark from 0% to 39% means that you have not met the standard in some way (and you need some feedback to find out how).

Module marks are calculated from the percentage marks for each of the components of assessment. The calculation is a weighted average, where the weightings are the percentages I will give you in section 8 (or that you can find on the module specification form).

Let's invent an example...

10% of the marks are for ongoing completion of class exercises, 40% of the marks are for an individual research assessment, 50% of the marks are for an examination.

If I get 60% for the class exercises, 36% for the research assignment and 43% for the examination then my module mark is calculated as follows

$$(60 * 0.1) + (36 * 0.4) + (43 * 0.5)$$

which gives me 41.9%. Module marks are always rounded to integers, and so I get a mark of 42%, which means I just about pass the module.

Level average and programme average

Calculation of your average mark at the end of each year is a similar weighted average, but this time the credit value of the module is used as the weighing (so 40-credit modules have more effect on your average than 20-credit modules).

Calculation of your degree classification at the end of your degree is a similar weighted average

- The first year does not count towards the degree classification (though it is very important for building a good foundation and for getting a good placement)
- The second year is worth one-quarter (25%).
- The final year is worth three-quarters (75%)

For the second and third years, the “best 100 credits” will be used when determining your degree classification.

When you get to the middle of your final year, we will be able to do some what-if calculations to see how your marks will affect your degree classification. Until then, the simple principle is to do as well as you can!

5.5 Examination Regulations

Conduct at examinations is governed by University regulations which are sent to all students prior to the Examination period. Please note that these regulations are in force as soon as you enter the Examination Hall and silence must be observed from this time. The time given in your Examination schedules is the time that the examination starts. **You must arrive at the Examination Hall at least 15 minutes prior to this time.** You will normally enter 10 minutes before the examination is due to start.

Although the University regulations allow students to leave examinations early, it is important to emphasise that this is rarely, if ever, a good idea. If you have any spare time left over there are a number of things you can do:

- Make sure you have answered the correct number of questions - if you haven't answered enough then you are unlikely to do well
- Make sure you have fully answered each question - some students tend to focus on a particular part of a question and it is easy to lose marks by forgetting to cover everything that has been asked
- Make sure you have answered the correct question - many students are tempted to answer "the question we were hoping for" rather than the question that is actually on the paper, and this will rarely get you many marks!

In short, rather than leaving early, use the time to ensure you have got as many marks as possible. For some students, this could make the difference between passing and failing a module; for others it could make the difference to your degree classification.

If you are not confident about your examination technique, your programme leader will be able to offer some advice. The University also offers "study skills" sessions which may help you.

Illness and absence

Although we all hope that it will not happen, it is possible that you will fall ill at some time during the degree. If the illness means that you have to have only one or two days off, there is no need to take any action apart from making sure that you catch up with the work that you have missed. While Blackboard and the photocopying facilities available on campus will ease the pain of this to some extent, it is essential that you do any exercises that have been set during your absence.

However, if the illness means that you are off for a week or more, or if you miss a test or assignment deadline, or if it has some after effects that are likely to affect your studies, you should let the School know about it **immediately**. If it causes you to miss an exam or a coursework submission deadline then you should follow the steps below.

- Seek medical assistance and obtain medical evidence, i.e. a doctor's note, explaining the effect that your illness is having on your studies. Make your Programme Leader aware of your situation as soon as you are able.
- As soon as you are able, fill in a Personal Mitigating Circumstances (PMC) form. The full PMC procedure can be found at http://students.salford.ac.uk/PMC_guide.pdf. The online form is <https://sss.salford.ac.uk/PMC/Guidance/0>
- You **must** also provide evidence (written documentation) which supports your PMC form **and this must be provided at the time you hand the PMC form in**. You must also specify what circumstances the form will be used to mitigate against – either “Late submission of an assignment”, Non-submission of an assignment” or “Absence from an examination”.

University policy is that all PMC forms and accompanying evidence should be submitted **within 14 days of the date of the assessment (assignment submission or examination date)**.

Absence from Examination(s)

Please remember that any test or examination that you take is governed by University regulations and should you fail to attend then you must provide a satisfactory explanation of the reason for not attending. This will always require that you submit a PMC form following the steps outlined in the previous section requesting mitigation. If your PMC is accepted by the PMC Panel that reviews it then this will be taken into account by the Examinations Board and they may permit you an opportunity to take the examination at another time, for example during the resit period, as if for the first time.

The following will not be accepted as valid reasons for missing an exam:

- “I couldn't find the venue”. Make sure you check the location of your venues as soon as you get your exam timetable, especially if you have an exam somewhere you've not been before.
- “I couldn't find somewhere to park” or “the bus or train were late” or “I left my money at home”. Plan ahead. Plan to get there early so that, even with these problems, you will still be there on time.
- “I left my student card at home and went back to get it”. If you don't have your student card, still go to the exam and report to the senior invigilator. If you have an alternative form of ID, or none at all, they will still let you sit the paper but will mark the lack of ID on the register.

Late Arrival at an Examination

If, for any reason, you are delayed and arrive late at an examination then report to the Senior Invigilator of the examination, as soon as possible. Depending on the time and circumstances, it may be possible to help you. Do **not** waste time trying to find your Programme Leader or other member of staff: simply report to the Senior Invigilator at the Examination.

Examination Boards

All academic staff dealing with a programme of study attend Examination Boards. These take place in June and consider your academic performance over the whole year. Decisions are made – taking into account any Personal Mitigating Circumstances forms (see section above for details of these) – on whether you will be allowed to proceed to the next academic year or will be required to take some form of remedial action in some area that you have not met the requisite standard.

Examination Results

After the Examinations Board has met, you can collect your results in person from your Programme Leader. Please note that, as a matter of policy, we will only give you your results, we will not disclose other student's results. In addition, after the second semester board you will receive a letter (or often an email) in which your yearly results are confirmed and in which any

remedial work will be specified. You should make sure that the university has the address to which you want this correspondence to be sent.

If you believe that a decision made by an Examinations Board has failed to follow procedures, did not have some vital information, or is unfair and unreasonable, then you may appeal against that decision. But you cannot appeal against a decision simply because you don't like it. Details of how you may do so are contained in the letter in which your results are given at the end of each academic year, as well as <http://www.salford.ac.uk/qeo/StudentPolicies>

Reassessments

If the Board of Examiners does not permit you to proceed at its meeting in June then you may be given another chance to meet the criteria for progression (i.e. to attain 120 credits) by undertaking reassessments.

If you fail a module, and if University regulations allow you to resit, then you will be required to be reassessed in only the components of that module that you failed.

Resitting of an examination paper: resit examinations take place at the end of August. You will be sent a letter, or an email will be sent to your university email address, giving you the exact date, time and location usually three weeks before the examinations commence. Your programme leader may also provide extra information about resit requirements, and you should always read your email carefully. If your timetable has not arrived contact the Assessments Office. *Please make sure that you keep the School informed of any changes of address so that letters are not sent out to the wrong place.*

Resubmission of coursework: you will be provided with details of coursework to be submitted for reassessment soon after the Semester 2 exam board. Usually this is placed on Blackboard, for easy access but you will be told where to find it. The deadline for submission is *usually* just before the resit examination period. However, you should carefully check *each* piece of resubmission coursework as some may have different deadlines. If you are not clear about what reassessments you need to do then contact your Programme Leader.

If at September at the meeting of the Reassessment Board of Examiners, you are not allowed to proceed to the next stage of the degree, then you may be allowed one further attempt to repeat some or all of the semester 1 and 2 modules in the following academic year. The third and final attempt, is called a 'retake'. Retaking a module means starting the module again from scratch – attending all the module's classes during the following academic session and completing all the module's components of assessments again, regardless of whether or not you passed them at the first or second attempt. Your module mark is calculated on the basis of your new component marks (subject to being capped at the pass mark) and, if you pass all your modules, you will be allowed either to proceed to the next level/stage of study or else to graduate. If you wish to retake a module, you will be required to pay a fee. The June board of examiners will make the final decision about whether you pass (**there are no resits when doing a repeat year**).

You should note that University regulations do not permit you to start the second year of the course until the first year is completed, even if you only need to retake one module to proceed. The same is true when going from the second year to the final year.

It is your responsibility to make the arrangements during the summer vacation for reassessments. Pre-arranged holiday work or booked holidays are not considered as valid excuses for not complying with Examination Board requirements.

Although it may be possible for overseas students to sit some examination reassessments to be taken abroad (at a "British Council" office), it is your responsibility to arrange this with the Assessments Office. Some subjects (such as first year "Programming" and "Linux") cannot be done overseas. It is worth noting that we are considering withdrawing the facility to do this for all modules - it is so difficult to provide resit support to students overseas that many of them fail, and

we feel it is in the students best interests to come back to Salford for the resits in order to be able to be properly supported. Note also the deadline for requesting an overseas resit may be before you know your results. Talk to your programme leader if you have any questions.

5.6 Appeals Procedure

There is a University procedure for appealing against decisions given by the Board of Examiners, where you believe the Board of Examiners has not taken some information into account (perhaps because there is a good reason why a PMC **could not** be submitted within the two week deadline) or you feel that the Board of Examiners has not correctly followed the University academic regulations or had behaved unreasonably.

You have a limited time in which to appeal and there are specific actions that you must follow. You will find information at <http://www.salford.ac.uk/geo/StudentPolicies>

5.7 Past examination papers

These are available on-line from within the “Library and Learning Support” section of the Student Channel homepage at <http://www.salford.ac.uk/students>. You do not need to wait until the end of the module before getting hold of these past papers. However, you should always talk to the module lecturer to find out if the exam paper you will sit will be significantly different from the past paper.

It is also important to note that University examinations cannot be passed by memorising answers to past papers and regurgitating them in your exam. You need to understand how to produce your own answer, and for that you will need the support provided by the module. Use it and you have the best chance.

The main thing to remember is:

Enjoy your time with us, work hard, and don't be afraid to make the most of the opportunities presented to you!

6. Academic Calendar and Week Numbers

Semester dates for current and forthcoming academic years are available at:

<https://www.salford.ac.uk/qeo/almanac/trimester-dates>

The following table summarises the 2018/19 academic year

| WEEK NUMBERING SCHEME FOR TIMETABLING - ACADEMIC YEAR 2018/19 | | | | |
|--|-------------------|--|-----------------|----|
| Week Commencing (Monday) | | | Week | |
| 2018 | 17 September 2018 | Induction week | 0 | |
| | 24 September 2018 | Semester 1 (teaching weeks 1 - 12) | 1 | |
| | 1 October 2018 | | 2 | |
| | 8 October 2018 | | 3 | |
| | 15 October 2018 | | 4 | |
| | 22 October 2018 | | 5 | |
| | 29 October 2018 | | 6 | |
| | 5 November 2018 | | 7 | |
| | 12 November 2018 | | 8 | |
| | 19 November 2018 | | 9 | |
| | 26 November 2018 | | 10 | |
| | 3 December 2018 | | 11 | |
| | 10 December 2018 | | 12 | |
| | 17 December 2018 | <i>Vacation</i> | 13 | |
| | 24 December 2018 | <i>Vacation</i> | 14 | |
| 31 December 2018 | <i>Vacation</i> | 15 | | |
| 2019 | 7 January 2019 | Exams | 16 | |
| | 14 January 2019 | Exams | 17 | |
| | 21 January 2019 | INTER-SEMESTER BREAK | 18 | |
| | 28 January 2019 | Semester 2 (teaching weeks 19 - 28) | 19 | |
| | 4 February 2019 | | 20 | |
| | 11 February 2019 | | 21 | |
| | 18 February 2019 | | 22 | |
| | 25 February 2019 | | 23 | |
| | 4 March 2019 | | 24 | |
| | 11 March 2019 | | 25 | |
| | 18 March 2019 | | 26 | |
| | 25 March 2019 | | 27 | |
| | 1 April 2019 | | 28 | |
| | 8 April 2019 | <i>Vacation</i> | 29 | |
| | 15 April 2019 | <i>Vacation</i> | 30 | |
| | 22 April 2019 | <i>Vacation</i> | 31 | |
| | 29 April 2019 | Semester 2 (teaching weeks 32 - 33) | 32 | |
| | 6 May 2019 | Exams | Showcase | 33 |
| | 13 May 2019 | Exams | | 34 |
| | 20 May 2019 | Exams | | 35 |
| | 27 May 2019 | | | 36 |
| | 3 June 2019 | | | 37 |
| | 10 June 2019 | | | 38 |
| | 17 June 2019 | | | 39 |
| | 24 June 2019 | | | 40 |
| | 1 July 2019 | | | 41 |
| | 9 July 2019 | | | 42 |
| | 15 July 2019 | | | 43 |
| | 22 July 2019 | | | 44 |
| | 29 July 2019 | | | 45 |
| | 5 August 2019 | | | 46 |
| | 12 August 2019 | | | 47 |
| | 21 August 2019 | | | 48 |
| 26 August 2019 | | Resits | 49 | |
| 2 September 2019 | | | 50 | |
| 9 September 2019 | | | 51 | |

PART TWO: PROGRAMME INFORMATION

7. Staff Details

Dean of School

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Associate Dean Academic

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Director of Computer Science and Software Engineering

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Programme Leader BSc (Hons) Computer Science

Programme Leader BSc (Hons) Computer Science with Web Development

Programme Leader BSc (Hons) Web Development

Second Year Tutor

Industrial Placements Tutor

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Programme Leader Computer Science Foundation Year

Programme Leader BSc (Hons) Computer Science with Cyber Security

Dr Andrew Young Newton 223 0161 295 5257 A.J.Young@salford.ac.uk

Programme Leader BSc (Hons) Software Engineering

Final Year Tutor

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First Year Tutor

Dr Norman Murray Newton 216 0161 295 4937 N.Murray@salford.ac.uk

Academic staff teaching on the programmes

| | | | |
|------------------------|--|---------------|--------------------------------|
| Prof A Antonacopoulos | Newton 211 | 0161 295 2653 | A.Antonacopoulos@salford.ac.uk |
| Dr Rob Aspin | Newton 204 | 0161 295 2932 | R.Aspin@salford.ac.uk |
| Dr Julian Bass | Newton 218 | 0161 295 2883 | J.Bass@salford.ac.uk |
| Dr Sana Belguith | (new lecturer starting September 2018) | | |
| Dr Chris Bryant | Newton 213 | 0161 295 6915 | C.H.Bryant@salford.ac.uk |
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IT Support Staff

| | | | |
|--------------------|------------|---------------|----------------------------|
| Mr Duncan Bottrill | Newton 148 | 0161 295 4515 | D.J.Bottrill@salford.ac.uk |
| Miss Chloe Nevitt | Newton 147 | 0161 295 4517 | C.Nevitt@salford.ac.uk |

School Administrative staff:

| | | | |
|--------------------|------------|---------------|---------------------------|
| Mr Yang Huang | Newton 132 | 0161 295 4059 | Y.Huang@salford.ac.uk |
| Mr Eamon Valentine | Newton 132 | 0161 295 5430 | E.Valentine@salford.ac.uk |

8. Your degree programme

8.1 Programme 'Aims' and 'Learning Outcomes'

Each programme has its own set of aims and intended learning outcomes. These relate to both knowledge and understanding of your subject area and transferable key skills. Assessments (essays, exams, etc.) are designed to allow you to demonstrate the extent to which you have achieved these learning outcomes. The aims and intended learning outcomes of each programme shape what you will learn and reflect national subject benchmarks.

The BSc (Hons) Computer Science degree has the following aims

The Computer Science programme aims to provide graduates with a broad understanding of the field of computing but with a specialisation in programming, and with an appreciation and understanding of the role of theory in analysing algorithms and in a range of options available to allow students to undertake detailed study in specialist areas. It develops an in-depth understanding of methodical approaches to the analysis, design, development, testing and maintenance of object-oriented systems using the Java language

The programme give graduates a range of programming skills and a critical awareness of how to select the appropriate skill for a particular task, addressing issues of professionalism and ethics

The BSc (Hons) Software Engineering degree has the following aims

The Software Engineering programme aims to provide graduates with the software engineering skills, knowledge and understanding needed to enable them to become professional software developers.

The programme develops an in-depth knowledge and understanding of systematic and disciplined approaches to software specification, design and implementation using software development methodologies. It requires graduates to address issues of professionalism and ethics. This is designed to create a critical awareness of diverse approaches to software development.

The BSc (Hons) "Computer Science with Web Development" degree has the following aims

The "Computer Science with Web Development" programme aims to provide graduates with a broad understanding of the field of computing but with a specialisation in the programming of interactive web applications. It aims to develop the ability to think conceptually and translate concepts into reality through the use of web technology, developing independent technical judgement in the use of techniques and tools associated with new technologies;

The programme develops an in-depth understanding of methodical approaches to the system development lifecycle, from the design, development and testing through to deployment and maintenance, of accessible and secure web applications using appropriate programming languages. Assuming no prior knowledge, it aims to give graduates a range of programming skills and a critical awareness of how to select the appropriate skill for a particular task. It requires graduates to address issues of professionalism and ethics.

The BSc (Hons) "Computer Science with Cyber Security" degree has the following aims

The "Computer Science with Cyber Security" programme aims to provide graduates with a broad understanding of the field of computing but with a specialism in cyber security. In this it builds on technical principles of general computer science with an appreciation of the role of theory based security investigation, underpinned by the technical skills in the tools and techniques associated with this.

The programme develops an in-depth understanding of methodical approaches to analysis, design, testing (penetration) and maintenance of software applications and (network) systems and extends this with the specific knowledge of analytical investigation within the cyber security domain. Assuming no prior knowledge it aims to give graduates a broad range of technical skills and critical awareness of how to select and apply the appropriate approach to a wide range of problems. Given the nature of the specialised subject domain, it requires graduates to understand, address and operate within a well formed professional and ethical framework.

All programmes will provide a sequence of environments in which students can apply their knowledge to solve problems, receive feedback and critically evaluate and reflect on their own performance.

The "...with Professional Experience" variation of each of the degrees includes an additional year-long industrial placement that aims to provide the students with opportunities to apply their academic knowledge and their interpersonal skills in a real-world environment, and to reflect on their own personal development and career choices.

Each programme also has a set of learning outcomes, which represent things you should be able to do once you have completed the course. These can be mapped onto a set of learning outcomes for each module, which can themselves be mapped to the various module assessments. You can access all programme and module documentation via

<https://www.firstyearmatters.info/cs/programmes.html>

<https://www.firstyearmatters.info/cs/modules.html>

8.2 Structure of Degree Programmes

This section is designed to give an overall picture of your programmes. More detailed information is available at www.firstyearmatters.info/cs.

The "Computer Science Foundation Year" has a common structure. On completion of the Foundation Year, you will automatically transfer to the first year.

| Grid for Computer Science Foundation Year | | | |
|---|----------------------------------|---|--|
| S1 | Mathematics (40) | Computer Programming (20) | Inside Computer Systems (20) |
| S2 | | Computer Systems (20) | Web Programming (20) |

The first year of the course is common to CS, CSCS, CSWD and SE. This allows you to experience the range the course before being expected to make a choice

| Grid for Common First Year for CS/CSCS/CSWD/SE | | | | | |
|--|--|---------------------------------------|---|--|------------------------------------|
| S1 | Computer System Internals and Linux (20) | Database Systems (20) | Professional Development and Practices (20) | Web Development and HCI (20) | Programming 1 (20) |
| S2 | | | | | Programming 2 (20) |

There is a slightly different first year for CSDA, who will do some modules alongside BSc (Hons) Mathematics all through the course

| Grid for BSc (Hons) Computer Science with Data Analytics | | | | | |
|--|----------------------------------|---------------------------------------|-----------------------------|------------------|------------------------------------|
| First year | | | | | |
| S1 | Data Theory (20) | Database Systems (20) | Mathematical Methods 1 (20) | Probability (20) | Programming 1 (20) |
| S2 | | | | | Programming 2 (20) |

The second and final years of the courses have some common modules and some that are unique to the programme

| Grid for BSc (Hons) Computer Science | | | | | | | |
|---|--|---|--|---|--------------------------------------|--|--|
| Second year | | | | | | | |
| S1 | | | Client Server Systems (20) | Data Structures and Algorithms (20) | Design Patterns (10) | Networking and Security (20) | Software Projects with Agile Techniques (20) |
| S2 | AI and Data Mining (20) | Career Development (10) | | | | | |
| Optional Placement Year for "...with Professional Experience" | | | | | | | |
| IPY | Industrial Placement Year (60) | | | | | | |
| Final year | | | | | | | |
| S1 | | | | | | | 40 credits from: |
| S2 | Computer Graphics (20) | Project for CS (40) | | Software Quality Management (20) | | | <ul style="list-style-type: none"> • Business Management (20) • Information Security Management (20) • Mobile Development (20) • Virtual Reality and 3D Games (20) |

| Grid for BSc (Hons) Software Engineering | | | | | | | |
|---|--|--|---|--|--|---|--|
| Second year | | | | | | | |
| S1 | | Client Server Systems (20) | Data Structures and Algorithms (20) | Design Patterns (10) | Networking and Security (20) | Software Evolution (20) | Software Projects with Agile Techniques (20) |
| S2 | Career Development (10) | | | | | | |
| Optional Placement Year for "...with Professional Experience" | | | | | | | |
| IPY | Industrial Placement Year (60) | | | | | | |
| Final year | | | | | | | |
| S1 | | | | | | | 40 credits from: |
| S2 | Dependable Software Engineering (20) | Project for SE (40) | | Software Quality Management (20) | | | <ul style="list-style-type: none"> • Business Management (20) • Information Security Management (20) • Mobile Development (20) • Virtual Reality and 3D Games (20) |

| Grid for BSc (Hons) Computer Science with Cyber Security | | | | | | | |
|---|--|--|---|--------------------------------------|--|--|--|
| Second year | | | | | | | |
| S1 | | | | | | | |
| S2 | AI and Data Mining (20) | Career Development (10) | Client Server Systems (20) | Data Structures (10) | Network Penetration Testing (20) | Networking and Security (20) | Software Projects with Agile Techniques (20) |
| Optional Placement Year for "...with Professional Experience" | | | | | | | |
| IPY | Industrial Placement Year (60) | | | | | | |
| Final year | | | | | | | |
| S1 | | | | | | | 20 credits from: |
| S2 | Cyber Investigation (20) | Information Security Management (20) | Malware and Exploit Analysis (20) | | Security Project (40) | | <ul style="list-style-type: none"> • Business Management (20) • Mobile Development (20) • Virtual Reality and 3D Games (20) |

| Grid for BSc (Hons) Computer Science with Web Development | | | | | | | |
|---|--|--|--------------------------------------|--|--|--|--|
| Second year | | | | | | | |
| S1 | | | | | | | |
| S2 | Career Development (10) | Client Server Systems (20) | Design Patterns (10) | Network Penetration Testing (20) | Networking and Security (20) | Software Projects with Agile Techniques (20) | UX Engineering (20) |
| Optional Placement Year for "...with Professional Experience" | | | | | | | |
| IPY | Industrial Placement Year (60) | | | | | | |
| Final year | | | | | | | |
| S1 | | | | | | | 40 credits from: |
| S2 | Advanced Web Development (20) | Information Security Management (20) | | Web Project (40) | | | <ul style="list-style-type: none"> • Business Management (20) • Mobile Development (20) • Software Quality Management (20) • Virtual Reality and 3D Games (20) |

| Grid for BSc (Hons) Computer Science with Data Analytics | | | | | | | |
|---|--|---|--|---------------------------------------|--------------------------------------|-----------------------------|---|
| Second year | | | | | | | |
| S1 | AI and Data Mining (20) | Career Development (10) | Data Structures and Algorithms (20) | Data Warehousing (20) | Design Patterns (10) | Mathematical Methods 2 (20) | Statistics (20) |
| Optional Placement Year for "...with Professional Experience" | | | | | | | |
| IPY | Industrial Placement Year (60) | | | | | | |
| Final year | | | | | | | |
| S1 | | | | | | | 20 credits from: <ul style="list-style-type: none"> • Computer Graphics (20) • Foreign Language (20) • Mobile Development (20) |
| S2 | Analytics Project (40) | | Information Security Management (20) | Mathematical Statistics (20) | Operational Research (20) | | |

We also have existing students on a course that is no longer recruiting (it has evolved into “CS with Web Development” by incorporating the common first year)

| Grid for BSc (Hons) Web Development Transitional arrangements | | | | | |
|---|----------------------------------|---|--|---|---|
| Final year (Runs until 2018/19, or 2019/20 if done placement) | | | | | |
| S1 | Web Project (40) | Advanced Web Development (20) | Business Management (20) | Mobile Development (20) | Virtual Reality and 3D Games (20) |
| S2 | | | | | |

Details of modules are on the web at <https://www.firstyearmatters.info/cs/programmes.html>. Click on the programme that you are undertaking. The page then displayed (a “Programme Specification Form”) will give a lot of administrative details of the programme, and in section 20 you will find a table of the modules on the programme. You can click on a module title to see further details such as its credit value, the module coordinator, the aims and intended learning outcomes of the module, its assessment regime, its syllabus and any recommended texts.

9. Conclusion

This document attempts to answer some of the questions that are common to most students. If you feel that other issues should be covered then please mention this to your Programme Leader, as we can then answer any questions and amend this document for next year.



If you have a problem, please contact your Programme Leader. Don't just hope that it will all go away!



APPENDIX A: QUICK CHECK LIST

The following table provides a quick A to Z check list of what to do in various situations. If you have problems that do not fit any of these situations talk to your programme leader.

| | |
|--|--|
| Absence: due to illness or other circumstances | See the information on PMCs in section 3.3. Note that PMCs are only to be used where illness or unavoidable absence affects your assessment. At other times, the university simply expects you to work hard, and independently study, to catch up. |
| Academic problems: difficulties with your work | Talk to your Module tutor in the first instance. Also, talk to your Programme Leader. |
| Appeals: against decisions | See http://www.salford.ac.uk/geo/StudentPolicies/academic-appeals-procedure |
| Assessment: how will you be examined? | See Part Two of this handbook. If you are unsure about any particular module, just ask your module tutor or programme leader. |
| Car Parking | See http://www.salford.ac.uk/estates/car-parking |
| Change of address or contact information | You must do this via the online self-service system (https://cd.salford.ac.uk). |
| Change course: if you are thinking about changing course | Discuss this with your Programme leader. You will need to notify the university via http://students.salford.ac.uk/selfservice.php , but the request will be denied unless the programme leaders for the course you are changing from, and the course you want to change to, both agree to allow the change. Sometimes you may need to wait until the start of the next academic year. You will also need advice about the effect on tuition fees and on student finance. |
| Complaints: you wish to complain | You should aim to resolve any complaints as quickly as possible, first by discussion with the module tutor, the programme leader or the director of the subject area. If there are more general issues that affect other students, you should raise these with your Student Representative. Also see the information on Complaints in section 4.2 |
| Deadlines missed | If you have valid reasons for late submission, then you must complete a PMC as described in the information on Illness and Absence in section 3.3 |
| Email | Staff only send email to your formal University email account so you must check this regularly |
| English | See http://www.askus.salford.ac.uk/page/leap for sources of help. |
| Exams | See section 5 of this handbook |
| Exam techniques | Information about workshops and support are available via the Study Skills module, or via http://www.salford.ac.uk/skills-for-learning |
| Graduation | Graduation takes place at the Lowry, in Salford Quays, in the July after you complete your degree (though you become a graduate as soon as you complete the course). For details about collecting certificates, see http://www.salford.ac.uk/graduation and https://www.salford.ac.uk/askus/work-and-careers/graduate-gateway/certificates-and-transcripts |
| Handing in work | Submit electronic copies of your work via BlackBoard, or via TurnItIn, as required by your course. PDF format is best. Make sure you keep a copy of your receipt and your work. |
| Illness: affecting your work or making you absent | See the information on Illness and Absence in section 3.3 |

| | |
|--|--|
| Interruption of studies: if you need a gap in your studies | Discuss this with your Programme leader, so you are aware of the various options for when to interrupt and when to return. You will also need to discuss the associated implications on tuition fees and on student finance. Once you and your programme leader agree that this is the best course of action for you, you will need to notify the university via http://students.salford.ac.uk/selfservice.php where you will need to explain the reasons and either provide explanation/evidence of your reasons or provide a letter of support from your programme leader. |
| Leaving: withdrawing from your course | Discuss the circumstances with your programme leader. If you are sure this is what you want to do then you must notify the university via http://students.salford.ac.uk/selfservice.php . If you do not notify the University quickly then you will find you remain liable for payment of tuition fees. |
| Letters (council tax, banks, student status, etc) | See https://www.salford.ac.uk/askus/our-services/self-service/letter-requests Note that letters take time to produce, so don't leave it to the last minute. |
| Loneliness: dealing with this problem | Talk to your programme leader, or see https://www.salford.ac.uk/askus/our-services/wellbeing-and-counselling for other sources of help. |
| Maths problems: if you struggle with maths. | Talk to appropriate lecturer and use MathScope who are based in the Newton Building. |
| Mobile Phones: good manners and University regulations | Switch them off during classes and in laboratories. Switch them off and leave them with your belongings in an examination (don't forget this since it is a disciplinary offence to have a phone on your possession in an exam, and the senior invigilator will take a particularly dim view if it rings). |
| Modules: what you study and how you are assessed | See Part Two of this handbook. |
| Money problems | See http://www.askus.salford.ac.uk/money for sources of help. |
| Part-time work | See http://www.careers.salford.ac.uk |
| Passwords | To reset your university password (the one you use in the computer labs, for BlackBoard or for FirstYearMatters) or your Office365 password (used for your email) go to https://identity.salford.ac.uk/StudentPasswordSelfService |
| Placements | Make sure you use a password that is not easy to guess. A mixture of upper case, lower case, numbers and symbols is good, with eight or more characters in total, is good. Use it regularly to help you remember it (so you don't need to write it down). We will provide information on placements at the start of your second year, and support on obtaining one throughout your second year. |
| Plagiarism | Don't do this, the consequences are very serious! See in the information on Plagiarism and How to avoid plagiarism in section 3.4. |
| PMC (Personal Mitigating Circumstances) | A way of providing the university with timely and evidenced notification of special problems affecting your assessment. See section 3.3 |
| Printer Payment | See https://printercredits.salford.ac.uk |
| Qualification: the rules for your degree | See Section 5.3 of this handbook for details of the classification boundaries and progression regulations. |
| Representation: on School Committees | The Staff-Student committee ensures that your views and problems are taken seriously. You will be asked to elect a representative early in the year. |

| | |
|--------------------------------------|---|
| Resit Exams | See Section 6 for the calendar. |
| Results | You will be notified of your marks and grades following the June Board of Examiners. This is normally done in writing to your contact address, so make sure you notify the School Office of any change of address immediately. |
| Semesters | See Section 6 for the calendar. |
| Special Needs | Get in touch with the Equalities Office. Do this during Induction Week, via the AskUS Helpdesk in University House. Or as soon as possible. See http://www.askus.salford.ac.uk/disability |
| Stress: if it affects you | Talk to your Programme Leader, though remember they are not trained to counsel. See the Health Centre. |
| Student Loans | See http://www.askus.salford.ac.uk/money for sources of help. |
| Study Skills | See http://www.salford.ac.uk/skills-for-learning for sources of help. |
| Travel | See http://www.salford.ac.uk/about-us/travel/travelling-to-the-university For travel to MediaCityUK, see http://www.salford.ac.uk/about-us/travel/mediacityuk . The number 50 bus is free between the main campus and MediaCityUK on production of a valid University ID card. |
| Trouble: with police, etc. | See http://www.askus.salford.ac.uk for sources of help. |
| Unfair Means: what is it? | Cheating, such as collusion, plagiarism – don't do it, consequences are very serious. See in the information on 'Plagiarism' and 'How to avoid plagiarism' in section 3.4. |
| Vacations: dates of | See Section 6 for a calendar. |
| Web Sites | www.salford.ac.uk for the University's site. www.cse.salford.ac.uk for the School's site. www.salford.ac.uk/students for the University's Student Channel www.firstyearmatters.info for specific support for your course www.facebook.com/CSSalford for our social media site (this is mirrored at www.twitter.com/CSSalford , but it is only a one-way mirror and new content will always be added via FB) blackboard.salford.ac.uk for the BlackBoard VLE https://login.microsoftonline.com/ for your student email (you need to log in using your University login id and password, not any Windows id that you may already have) |

Here are some essential things you must remember if you want to do well in your degree.

The golden rules

1. Attendance is necessary

You cannot hope to do well in the assessment unless you know the Lecturer's angle on the subject. Classes provide a regular weekly structured opportunity to talk to them about their angle. There is absolutely no doubt at all that poor attendance leads to poor marks.

If you consider yourself to have prior knowledge of a subject (programming, web design...) then it is even more important that you pay attention to the Lecturer's angle and understand their expectations. They may not be exactly what you are expecting.

2. Attendance is not sufficient

Simply being there, or picking up/downloading a copy of the notes will not get you very far. You need to join in, to do the required activities and to think about how they went. Work done between classes is very valuable. More than that, it is essential. Revision should be the culmination of your work, not the start of it.

3. Read your email every day

If we have something important that we need to tell students then we will send it to your University email account. You must be in the habit of reading this email regularly.

If any of your modules use the BlackBoard VLE (or some other web resource) then you should also get in the habit of looking at the online module pages frequently.

4. Make sure you notify the University of any changes to your contact telephone number

If we have something **very** important that we need to talk to you about then we will telephone you on your mobile (or at home). It is important for you that we have your correct number, as the consequences of us being unable to reach you are potentially serious ... **for you**.

5. Remember that this is 'adult education'

Getting things done is **your** responsibility. We provide support, but it is **your** responsibility: to know what needs doing; to plan how or when to do it; to do it, etc.