



**UNIVERSITY OF
STIRLING**

FACULTY OF NATURAL SCIENCES

COMPUTING SCIENCE & MATHEMATICS



UNDERGRADUATE
STUDENT
HANDBOOK
2018 - 2019

Divisional Office

| | |
|---------------|-------------------------------------------------------------------|
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Session Dates 2018/19

| | | |
|--------------------|-----------------------------------------------------------|--------------------------------------|
| Monday | 10 th September 2018 | Autumn Semester begins |
| Monday | 10 th September 2018 | Teaching begins |
| Monday-Friday | 22 nd -26 th October 2018 Inclusive | Mid-Semester Break |
| Monday | 29 th October 2018 | Teaching resumes |
| Friday | 23 rd November 2018 | Ceremonies for Conferment of Degrees |
| Friday | 30 th November 2018 | Teaching ends |
| Wednesday | 5 th December 2018 | Autumn Examinations begin |
| Friday | 14 th December 2018 | Autumn Exams end |
| Monday | 17 th December 2018 | Semester ends |
| | | |
| Monday | 14 th January 2019 | Spring Semester begins |
| Monday | 14 th January 2019 | Teaching begins |
| Monday - Friday | 18 th – 22 nd February 2019 | Mid-Semester break |
| Monday | 25 th February 2019 | Teaching resumes |
| Friday & Monday | 19 th & 22 nd April 2019 | Easter Break |
| Friday | 5 th April 2019 | Teaching ends |
| Tuesday | 23 rd April 2019 | Spring Examinations begin |
| Friday | 10 th May 2019 | Spring Exams end |
| Monday | 13 th May 2019 | Autumn Resit/Deferred Exams begin |
| Friday | 17 th May 2019 | Autumn Resit/Deferred Exams end |
| Thursday | 20 th June 2019 | Spring Resit/Deferred Exams begin |
| Tuesday | 25 th June 2019 | Spring Resit/Deferred Exams end |
| Wednesday-Thursday | 26 th & 27 th June 2018 | Ceremonies for Conferment of Degrees |

Note that mid semester break is only a break from scheduled classes. You are expected to use this time to consolidate assignments and to read around the module material.

Disclaimer of Liability

The University's courses are subject to a continuous process of review. While every effort has been made to ensure the accuracy of material in this handbook at the time of going to press, the University will not be liable for any errors or omissions. The University reserves the right in every case at its discretion to vary the contents of courses or parts of courses, to offer new courses, to discontinue existing courses and to cancel courses in the event of low enrolments.

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OVERVIEW OF HANDBOOK

This handbook provides you with important information about undergraduate study for Computing Science related degrees at the University of Stirling as well as the procedures operated within the Faculty. For information regarding the core and optional modules for your own degree programme, you should refer to the undergraduate calendar before registering for modules online at www.calendar.stir.ac.uk. More detailed information on individual modules, reading lists, lecture topics etc. will be provided at the start of each semester. If you still do not have the information you require from these sources, please get in touch with the Module Co-ordinator for the modules involved. If you are having difficulty choosing which module to take to fulfil your degree requirements, please contact your Adviser of Studies (see section 10.2).

LEGAL NOTICE

Please note that this *Handbook* is produced for your **guidance** only. Your registration with the University is governed solely by the provisions of the Charter, Statutes, Ordinances and Regulations of the University and such other rules affecting students as may be made by or on behalf of the University Court or the Academic Council. Nothing in this *Handbook* shall form part of any contract between you and the University and your registration for any module or module taught in the Division of Computing Science and Mathematics is subject to this express condition.

You will appreciate that for legal reasons this disclaimer has to appear. However, we wish to make it absolutely clear to you that every effort has been made to ensure the accuracy of this handbook at the time of publication. The information, guidance and advice is offered in good faith, and in the belief that it should help you to plan your studies effectively, to develop appropriate patterns of collaboration for learning, and to know your rights.

SECTION 1 – WELCOME

1.1 Welcome from the Head of Division

If this is the first time you're reading this handbook, I would like to personally and warmly welcome you to the Division of Computing Science and Mathematics. At Stirling our students are fully-fledged members of our academic community, so welcome aboard!

In this booklet you will learn a lot about our courses; in our courses you will learn a lot about computing science; and during your time at Stirling you will learn a lot about many other things. You will leave here as a highly educated individual. In an increasingly uncertain world, perhaps the only sure truth we have is the value of knowledge and education; never forget that. We do many things as well as teaching, but at Stirling we understand that educating students is by far the most important thing we do, and we take that very seriously.

As Head of Division I have much less contact with individual students than I would like, but there are two important types of student I would love to see more of: those with ideas for improving what we do, and those who are having trouble with what we do. If I am in my room with my door open, I would genuinely love you to drop in for five minutes to tell me about these. And if I'm not, either drop me an email or make an appointment via the secretaries next door.

And, if things are perfect and you just sail through your course, make sure you enjoy it and make the most of this opportunity. At some point in the future, you will realise that these really were the most important years of your life.



Professor Richard Connor BSc PhD
Head of Division, Computing Science and Mathematics

1.2 About Us

The Division runs two separate sets of academic undergraduate programmes, one in Computing Science and one in Mathematics. These programmes are taught by two staff groups. This Handbook deals only with the Computing Science programmes.

At an undergraduate level, Computing Science can be taken as part of a General degree or Bachelors degree in Computing Science (both three years), or an Honours degree (four years). Honours degrees in Computing Science are available as 'single' honours (Computing Science, Business Computing and Software Engineering) or as 'combined' degrees, in which modules are partly in Computing Science and partly in other subject(s).

Each of these programmes can be taken with one year's industrial placement between the third and fourth years. In addition, an Applied Computing degree is offered as a 2+2 programme with Forth Valley College. The first two years of this programme are spent at Forth Valley, with the honours years being completed at Stirling. See section 2.1, below.

In addition to this range of undergraduate degrees, the Division offers taught postgraduate degrees in Big Data and Financial Technology. The Division also supervises MPhil and PhD degrees by research.

Staff responsible for the different programmes offered by the Division are:

- Dr David Cairns: Computing Science, Software Engineering, Business Computing
- Dr Savi Maharaj: Combined Honours
- Dr Mario Kolberg: Applied Computing
- Dr Simon Jones, Dr Mario Kolberg & Dr Kevin Swingler: Taught Postgraduate
- Prof. Rachel Norman: Reseach Postgraduate

1.2.1 Staff

Academic Staff

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|-------------------------------------------|-------|----------|-------------------------------|
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Computing Support Group & Technician

| | Room | Internal Tel: | email |
|------------------------------------------|------|---------------|----------------------------|
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| Graham Cochrane Computer Officer | 4B81 | 7442 | graham.cochrane@stir.ac.uk |
| Chris Grigson Technician | 4V8 | 6469 | chris.grigson@stir.ac.uk |

1.2.2 Divisional Office & Dedicated Lab Facilities

The Division uses the *Cottrell Building* for teaching with our Divisional office located at room 4B112. You are welcome to stop in at any time and the administrative staff will be happy to assist you.

The other main University buildings on the Stirling Campus are:

- Pathfoot
- Gannochy (Sports Facilities)
- Andrew Miller (the MacRobert theatre, Library, shops, restaurants, Student Union)
- Logie Lecture Theatre (outside Cottrell 'B' block, below the main bus stop)

Although the room numbers within Cottrell may at first seem confusing, there is a logic to them which it is helpful to understand in order to find your classrooms:

- The initial digit indicates the floor ('2' is the ground floor in most areas).
- The letter indicates the corridor ('A' and 'B' are the two long corridors running the length of the building; letters such as 'X' and 'Y' indicate the short connecting corridors).
- The last digits indicate the room number for that floor and corridor.

Larger lecture theatres are mainly on the ground floor and are numbered without a floor level (e.g. 'LTA4' or 'A4') with the letters A,B,V,W & X telling you which corridor they are on.

Equipment and Facilities

Tutorial sheets, assignments, etc., will normally be issued by the module co-ordinator, and will be available via Canvas for the module. They may also be placed for collection outside room 4B89 on the shelves above the assignment boxes, which will be marked with the module code if they are being used.

The University provides centrally-administered computing facilities that are open more or less permanently, but may be booked for practical classes. A page showing the current status of these facilities can be accessed via the 'Computer Lab Status' link on the University Portal website.

In addition the Division offers three PC laboratories for student access: 4X5/4X8, for third and fourth year undergraduates and taught postgraduates; 4B89, for second, third, and fourth year undergraduates; and 4B91, for taught-postgraduates only. These labs are equipped with PCs running Microsoft Windows 7 and coursework-oriented applications software. Each lab is also equipped with a printer and a scanner.

Divisional computing facilities are run by the Computing Support Group, Sam Nelson and Graham Cochrane, whose office is 4B81.

Divisional and University computing facilities are provided for students to pursue university-related work. Use of this equipment for other purposes is strongly discouraged, and disciplinary action may be taken if appropriate. In particular, you should note that your computer user account is provided for your use only: under no circumstances should anyone else be allowed access to any of the University's computing facilities through your account.

Computing facilities and their use are covered by relevant UK legislation such as the Computer Misuse Act and the Data Protection Act. The provisions of these Acts are covered in first-semester modules.

1.2.3 Feedback to the Division

The Division seeks to respond to your needs and the feedback we get from you plays an important and integral part of our procedures for quality assurance. During semester, particular problems or issues of concern can be taken up directly with staff involved and may also be brought to the Student/Staff Feedback Committee meetings by your module representatives who are selected at the start of each semester.

We attach particular importance to the module feedback questionnaires you complete each semester. They are reviewed by staff in order to improve our performance. Suggestions for improvements to the effectiveness and efficiency are particularly welcome, including suggestions relating to this booklet.

1.2.4 Health & Safety

The Division of Computing Science and Mathematics recognises that, while overall responsibility for Health and Safety is held by the University Court, part of this responsibility is devolved to the Head of this Division. The Head of Division is therefore committed to do all that is reasonably practicable to provide a safe and healthy environment for employees, and for others who may be affected by its activities such as students, contractors and visitors to the University.

1.2.5 Divisional Module Registration & Enrolment

Academic Registration is the process of choosing your modules for the following semester or academic year (as opposed to Administrative Enrolment, which relates to confirming information, acknowledging regulations and paying fees).

For undergraduate students academic registration is an online process which is opened at the beginning of May and November each year in preparation for the following semester, and remains available until 2 weeks after the start of teaching. Students will be expected to choose modules a semester ahead during their first two years of study, and then for a year ahead in the third and fourth year. Students are encouraged to register as soon as possible after registration opens, and will not be able to complete enrolment until they are registered for modules.

The online registration system enables you to choose modules based on the academic regulations for their programme of study. It will direct you as to the amount of credit you have to register for, and the modules from which you can choose. If you wish to change to a different degree programme, it is important that you ask to change before you register for modules, as you will be offered modules appropriate only to the programme for which you are currently registered.

1.2.6 Our Ranking and Reputation

We're ranked 3rd in Scotland and in the top 20 in the UK for Computer Science and Information Systems (The Guardian University Guide 2019).

"I love the practical material that University provide us, which I think is the best way to learn anything about Computing. My degree provides summer placements for students and there is a lot of preparation for the future career during the 4 years of studying which I think will have a great impact to my future career."

Constantinos Constantinou
BSc (Hons) Computing Science

"I will always have fond memories of Stirling as a place with beautiful surroundings, where I completed a degree in something I loved, met lots of new people, and worked with a great team of teaching and support staff."

Andrew Hepburn
BSc (Hons) Computing Science

"There's nothing more serene than sitting on the fourth floor of the library, overlooking the loch on a rainy day! As a computer scientist, the resources available were excellent and the lecturers were engaging and genuine."

Sarah Thomson
BSc (Hons) Computing Science

1.3 Research with Real World Impact

Globally Relevant Research

We are committed to internationally excellent research in Computing Science and Mathematics. Our research vision is to investigate novel and effective approaches to dynamic and uncertain real world problems in complex systems and environments by exploring interdisciplinary synergies between Computer Science, Mathematics, Life Sciences, Social Sciences and Management. This requires focussed collaboration with leading academics in other disciplines and other universities. Close engagement with key stakeholders in industry and the public sector also plays a critical role in our research strategy. We aim to push the boundaries of the levels of complexity that we are able to model and handle. Research is conducted within two groups: BioMod (Biological Modelling) and DatSci (Data Science).

Computing Science is part of the Scottish Informatics and Computer Science Alliance (SICSA) Scotland-wide pooling initiative in research and knowledge exchange.

Our research expertise feeds into our teaching activities at Undergraduate and Postgraduate level, and we have a vibrant community of doctoral students who work closely with our leading academic researchers. We provide a stimulating and lively environment for postgraduate students, research fellows and visitors on one of the most beautiful campuses in the world. We also regularly host visiting academics and doctoral researchers from around the world and periodically host major academic research conferences and workshops.

1.4 Our Global Connections

The student experience

We've been voted 1st in Scotland as a University for welcoming international students (International Student Barometer 2016). With over 120 nationalities on campus, studying at our School prepares you for the global business world. You'll also have the opportunity to study abroad on any of our undergraduate courses, with a number of exchange partnerships outside of Europe and Erasmus (European) exchanges to choose from.

Alumni Network

You can enhance your global network through our alumni and international student community. We keep in touch with 60,000 alumni across 169 countries, providing you with unique access to a global community.

SECTION 2 – UNDERGRADUATE REGULATIONS

The Undergraduate Regulations are subject to change, and the latest version can be found at:
www.stir.ac.uk/about/faculties-and-services/academic-registry/regulations/undergraduate/

The regulations cover:

- Introduction
- Programmes of Study
- Modules, Credit Load and Attendance
- Assessment and Award of Credit

The Undergraduate Regulations are contained in the University Calendar, which contains details of the University's governance and rules and regulations, together with the academic regulatory framework for learning, teaching and assessment.

The regulatory framework includes: Ordinances; Academic Regulations; Codes of Practice, Policies and Standards; Degree Programme Tables; Module Descriptors; and Definition of Terms.

Staff and students must abide by the regulatory framework, and it is their responsibility to ensure familiarity.

The University of Stirling's Calendar can be found at: www.stir.ac.uk/calendar/

SECTION 3 – THE ACADEMIC QUALITY AND STANDARDS HANDBOOK

The University of Stirling aims to ensure that its educational provision is of the highest quality and that it has an established framework of quality assurance policies to support this objective.

Please note that The Academic Quality and Standards Handbook can be accessed at:

www.stir.ac.uk/academicpolicy/handbook/

Please note that it is currently under review. For any enquiries please contact sacsadmin@stir.ac.uk.

The Handbook covers:

- Responsibility for Quality and Standards
- Programme and Module Approval, Amendment and Withdrawal
- Credit Rating
- Review and Monitoring
- Student Participation and Feedback
- Assessment and Academic Misconduct
- Exchange Policies and Procedures
- Attendance and Engagement
- Learning Support
- Code of Practice: Research Degrees
- Student Academic Appeals and Complaints
- The External Quality Enhancement Framework
- Work Based and Placement Learning Policy
- Quality Archive
- Forms

SECTION 4 – PROGRAMME & MODULE INFORMATION

The most up-to-date information about your programme structure can be found online in the University Calendar at www.calendar.stir.ac.uk.

4.1 Programme Structures and Aims

Teaching takes place during an Autumn semester and a Spring semester. In each semester you will usually take three modules, with each having its own assessment (usually consisting of coursework and an examination). Computing Science modules are coded as CSCU9XN (where CSC indicates Computing Science, 'U' indicates Undergraduate, '9' is a placeholder, 'X' indicates the stream of the modules, and 'N' indicates the semester in which the modules is normally taken, e.g. 'CSCU9B3'). Further information on the available course modules and the relevant codes is given below in section 4.2.

All undergraduate degrees at Stirling contain modules from more than one subject. In the normal pattern, in each of your first three semesters you take modules in three *different* subjects. If you are taking a degree in Computing Science, Business Computing, or Software Engineering, you will take one compulsory Computing Science module in your first three semesters and may take a further Computing Science module in semesters two and three. From semester four onward, it is possible that all three of your modules will be in Computing Science.

By passing modules you acquire SCQF credits with each module usually worth 20 credits and normally undertake 120 credits worth of modules per year. In your final year you will be required to undertake an honours project (CSCU9Z7) which is worth 60 credits and may also take electives worth 10 credits each.

By the end of your third year you should have achieved 360 SCQF (18 Full modules) making you eligible for a General degree or the named BSc in Computing Science. At the end of your fourth year, you are required to achieve 480 SCQF credits (24 Full Modules) for an Honours degree. Note that some modules are core to your degree programme, and some you can choose within the options available.

Computing Science modules can be taken as part of:

- An Honours Degree in Computing Science. There are four such degrees, Computing Science, Business Computing, Software Engineering and Applied Computing. Their programmes are set out in the Calendar. Note that for the Computing Science and Software Engineering degrees you must include the introductory Maths module MATU9D1 in your programme. (Module MATU9D1 does not require Higher or A-level Maths.) For the degree in Business Computing, you must include the Business Studies Modules MGTU9S1, MGTU9S2 and MGTU9S3 in your programme.
- An Honours Degree in Computing Science and another subject.
- An Honours degree in some other subject(s). If you do this then you are unlikely to be able to take more than four modules in Computing Science: such a sequence would typically start with CSCU9A1 and end with a fourth-semester module.
- A General degree: you can take up to eight Computing Science modules in this way. The Computing Science modules for the General degree are listed in the Calendar.
- A three-year BSc in Computing Science without Honours. This degree must include at least nine Computing Science Modules.

A typical programme structure for Computing Science is shown in the following table (module codes can be found in the module description table later in this document).

| Year | Semester | Module 1 | Module 2 | Module 3 |
|------|----------|-------------------------------------------------|-------------------------------------------|-------------------------------------------|
| 1 | 1 | Introduction to Computing Science | Mathematics: Discrete Structures | Any Module |
| | 2 | Programming and User Interface Design | Making the Most of the World Wide Web | Any Module |
| 2 | 3 | Data Structures, Objects and Algorithms | Database Principles and Applications | Prof. Development for Computer Scientists |
| | 4 | Systems | Managing Information | Programming Language Paradigms |
| 3 | 5 | Operating Systems, Concurrency and Distribution | Multimedia and Human Computer Interaction | Software Engineering 1 |
| | 6 | Information Systems | Computer Game Development | Software Engineering 2 |
| 4 | 7 | Honours Project | Computer Security & Forensics | Autumn Electives |
| | 8 | Honours Project | Honours Project | Spring Electives |

Current 4th Year Electives

Technologies for e-commerce, Artificial Intelligence, NoSQL Databases, Telecommunications Systems and Services, Modelling for Complex Systems, Web Services

4.2 Modules

The table below gives summary information about the Computing Science modules which are currently available. For full details see the Undergraduate Degree Programme tables. The Division may vary this list from time to time, and does not guarantee that any particular module will be available in a particular semester.

In the first three semesters the course modules are foundational, and are described as ‘Non-advanced’ in terms of the University Degree Regulations (SCQF level 8). In semester four, the course modules are at SCQF level 9. In subsequent semesters the modules are ‘Advanced’ (SCQF level 10).

Each module has a seven-character code. The first three characters indicate the subject (for Computing Science modules these are CSC). In most cases, the last character indicates the semester in which the module is normally taken. For example, CSCU9V4 is normally taken in a student’s fourth semester, and CSCU9P6 is normally taken in the sixth semester. The second last character of the course unit code is indicative of the subject matter: ‘A’ indicates ‘foundational’, ‘V’ indicates ‘Systems’, ‘P’ indicates ‘Software Engineering’, etc.

The following table may be helpful in determining your programme of study:

| <i>Code</i> | <i>Title</i> | <i>Content</i> |
|-------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CSCU9A1 | Introduction to Computing Science | Compulsory for those intending a degree in some form of Computing. Computational thinking and computer programming are taught through extensive practical problem solving exercises using the Java programming language. |
| CSCU9A2 | Programming and User Interface Design | Compulsory for those intending a degree in some form of Computing. This module extends knowledge of programming in Java to Graphical User Interfaces, object orientation and data processing algorithms. It introduces syntax diagrams and reasoning about programs as analytical concepts. The module also teaches user accessibility, the basic principles of good design, and the design of effective user interfaces. |
| CSCU9B2 | Making the Most of the World Wide Web | The world wide web has brought us great opportunities and some new legal, ethical and security issues. This course studies the basic structure of the world wide web and cloud computing and considers issues such as security, fraud, digital media, e-commerce, social media, HTML and using the web in your studies. |
| CSCU9A3 | Data Structures, Objects and Algorithms | Data structures and algorithms: use, implementation and complexity. Abstract data types. Object-oriented development. |
| CSCU9B3 | Database Principles and Applications | Essentials of database systems. Practical aspects of Database Management Systems. The relational data model, SQL and EAR (Entity Attribute Relationship) modelling. |
| CSCU9T4 | Managing Information | XML Technologies, advanced object oriented concepts, and information security. |
| CSCU9V4 | Systems I | Introduction to computer organisation, operating systems and software. Concurrency in Java. |

| | | |
|---------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CSCU9Y4 | Programming Language Paradigms | Comparison of imperative, logic, functional and object-oriented paradigms. Reusable software components. |
| CSCU9N5 | Multimedia and HCI | How computers and people communicate. Topics covered include: usability issues, design of user interfaces, interaction styles, devices, graphics, sounds, animation, and use of multimedia authoring tools. |
| CSCU9P5 | Software Engineering I | Introduction to software engineering. Requirements capture and analysis. Rigorous design, use of teamworking. CASE tools. Testing and validation. Extreme Programming. Legal, ethical and professional issues. |
| CSCU9V5 | Operating Systems Concurrency and Distribution | Operating systems: process management, memory management, file systems. Concurrency: synchronisation, mutual exclusion, monitors, deadlock, Distributed Systems: Clients and servers, naming and binding, Corba, Unix and NT Examples. |
| CSCU9N6 | Computer Game Technologies | Image Rendering, The Animation Loop, Sprites, Collision Detection, Image Transforms, Sound, Java Micro Edition, Networking, 3D Graphics – Modelling, Lighting and Camera position. |
| CSCU9P6 | Software Engineering II | Teamwork. Soft project management. Software configuration management. Software quality assurance. Rigorous specification. |
| CSCU9T6 | Information Systems | Data storage, retrieval and use. Information as a resource. Types of Information Systems. Tools for IS development. |
| CSCU9Y7 | Computer Security & Networks | Computer security principle and practice combined with network a networks communications overview including services/protocols and network monitoring. |
| CSCU9Yn | 10 SCQF credit options | Options include Artificial Intelligence, Technologies for e-commerce, Web Services, Telecommunications Systems and Services, No SQL databases, Big Optimisation Spaces and Modelling for Complex Systems. |
| CSCU9Z7 | Computing Science Project | A project in Computing Science over two semesters leading to a dissertation. |

4.3 Intended Learning Outcomes

The Computing Science modules and programmes are principally designed to instil specific skills in relation to the academic discipline of Computing Science and its applications.

However, the following transferable skills are also regarded as important:

- An understanding of the scope and power of modern IT facilities, and their significance for industry and society.
- Ability to use a range of IT tools to manage textual and numeric data in any context.
- Skills in the study of systems so that they can be analysed, their behaviour explained and changes planned in a methodical manner.
- Ability to plan work, to understand how tasks can be specified, to undertake independent creative activity and to bring it to a successful conclusion.
- Ability to write a coherent and informative account of work done.
- An understanding of the issues and responsibilities of being an IT professional.

4.4 Progression & Entry to Honours

Details of the regulations for all Honours degree programmes are given in the University Calendar:

www.stir.ac.uk/about/faculties-and-services/academic-registry/regulations/-q-5

What follows is only a brief summary, intended only to clarify those regulations. In no way does it supersede them.

For the award of an Honours degree, a minimum of 480 credits must be achieved, with a minimum of 180 at SCQF levels 9 and 10, including a minimum of 90 credits at SQCF level 10 as defined by the Degree Programme Table. Normally, 240 of these credits will be obtained in years 1 and 2, and these will include the credits required in subjects outside the main subject(s). In years 3 and 4, therefore, students will normally obtain a further 240 credits in one subject (for Single Honours) or two subjects (for Combined Honours).

Below is a list of the course modules which are normally offered in semesters 5 to 8 to students on Computing Science related Honours programmes. In planning a programme, you should note the prerequisites for each course module (given in the table above).

Semester 5 (Autumn):

CSCU9N5

CSCU9P5

CSCU9V5

Note: Single Honours students normally take all three of these modules. Combined Honours students normally take at least CSCU9P5, which is required in most programmes. Any of these modules not taken in the fifth semester may be taken in the seventh semester.

Semester 6 (Spring):

CSCU9P6
CSCU9N6
CSCU9T6
CSCU9T4
CSCU9Y4

Note: Single Honours students normally take three of these modules including CSCU9P6. Computing Science and Software Engineering Honours students must take CSCU9P6 while Business Computing Honours students must take CSCU9T6. Combined Honours students normally choose one or two. CSCU9T4 and CSCU9Y4 may not be taken together in the sixth semester and are normally restricted to Joint Honours students. Any of CSCU9P6, CSCU9N6, and CSCU9T6 which are not taken in the sixth semester may be taken in the eighth semester, but neither CSCU9T4 nor CSCU9Y4 may normally be taken in the eighth semester.

Semester 7 (Autumn):

CSCU9YH, CSCU9YE, CSCU9YQ (10 credit half module electives)
CSCU9Y7
CSCU9Z7
CSCU9Q5
CSCU9N5

Note: Single Honours students normally take CSCU9Z7 and CSCU9Y7 plus one other module from those not already passed. Combined Honours students normally must include a project in their programme.

Semester 8 (Spring):

CSCU9YD, CSCU9YM, CSCU9YW (10 credit half module electives)
CSCU9Z7
CSCU9P6
CSCU9N6
CSCU9T6

Note: Single Honours students normally take CSCU9Z7 plus one other module from those not already passed. Note that CSCU9T4, CSCU9Y4, CSCU9P6, CSCU9N6, CSCU9T6 and CSCU9W6 may not normally be taken in the eighth semester by single honours students.

Final Year Project

During your final Honours year you will undertake a project leading to a dissertation. This is an important part of your degree and counts as 60 SCQF credits (three full modules). To qualify for an Honours degree it is mandatory that you pass your project. Towards the end of your third year, you will be given advice on the kinds of project that are possible and the staff you should approach as supervisors for various topics. If you are taking a combined Honours degree, your project may be in Computing Science only or may have aspects of both subjects. The rules vary from degree to degree as to the nature and length of the project, so check what applies to you. The co-ordinator for projects is Dr Jingpeng Lee.

BSc in Computing Science

Students who complete the first three years of the Single Honours in either Computing Science or Software Engineering are normally eligible for a BSc in Computing Science.

Further details on progression and entry to honours may be found on the University web pages, at <http://www.stir.ac.uk/regulations/undergrad/assessmentandawardofcredit/>

4.5 Divisional Prizes

The Division may award the following prizes:

- Best CSCU9Z7 project.
- The prize for the best third year student (across semesters 5&6).
- The prize for the best second year student (across semesters 3&4).
- The prize for the best first year student.
- The Faculty prize for Research-Based learning.

In addition, the Division nominates students for 1 national prize:

- ScotlandIS Young Software Engineer of the Year

4.6 Personal Development

Personal Development is about continually developing to become the best you can be. It provides the opportunity to develop your skills, understand your values and the impact these have on your behaviour and decision-making. The Division's undergraduate Courses offer students numerous opportunities to enhance skills required by their chosen discipline, embedded within these Courses, personal development enhances career and life skills. Professional Development for Computer Scientists is an Autumn module for second or third year students.



The module is designed to challenge students' concepts of self. It provides the tools which allows students to explore their personal preferences, appreciate their own and others contributions to a team and to reflect on their achievements, their strengths and their skill's gaps. As well as providing students with the occasion to network with business, it will provide the students with a high level of professional awareness and both specific and generic professional and employability skills.

This module links with the industrial placement modules CSCU9IS and CSCU9IY in that it prepares students to secure a competitive industrial placement. It also prepares students for the honours project in their 4th year (CSCU9Z7) which involves poster presentations and a talk to an audience.

The Computing Science Summer Placement module (CSCU9IS) can be taken in the summer after Year 3 and provides students with the opportunity to gain industrial experience. Such experience is important for a number of reasons: It requires use of previously acquired skills

and knowledge, increasing the grasp of these. It is also important to develop the ability to communicate ideas effectively. The placement provides an ideal opportunity to apply knowledge and concepts studied in previous modules in an industrial context. Working in an industrial setting will give them valuable skills and make them more employable on graduation. Students will tackle a substantial piece of work, under supervision by the industrial partner. The nature of the work undertaken will vary substantially; it is expected that the majority of the students will find placements where they will be working on software engineering and development projects. A placement might analyse, design, implement and evaluate algorithms for a scientific problem or analyse, design, implement and evaluate a substantial software solution for a problem which the placement provider or one of its clients faces. However, other placements such as in technical support are also feasible.

Besides the summer placement module, the module CSCU9IY is a 1-year long placement sandwiched between Years 3 and 4 of your programme (turning the programme into a 5 year course). This module provides you with a significantly longer period of time to gain valuable industrial experience. For students who take this module and successfully complete a 1-year placement, the degree title will be suffixed with 'with Industrial Placement'. For instance for a student on the BSc (hons) Software Engineering programme taking CSCU9IY, their degree title will change to BSc (hons) Software Engineering with Industrial Placement.

For both types of placements, there is the possibility of continuing to work with the employer on the final year honours project, that is students work on a project agreed with the employer.

SECTION 5 – STUDY SKILLS

5.1 Organising Your Study

The University gives you a great deal of latitude in how you spend your time. If you organise your study efficiently, it is possible to get a good education and a good degree result at the end and still have plenty of time to enjoy other activities. On the other hand, you will need to do much more than the bare minimum of assessed work that is required if you are to do justice to your talents.

Start any task promptly. Avoid wasting time at the start by doing trivial jobs. Examine sceptically any reasons you invent for postponing the work.

Ensure that your study time is genuinely productive. Are you really learning, or just wasting your time? For example, time is wasted if you copy out notes without thinking about what you write, or attend a lecture without paying much attention to what is said, or sit in the library with a book in front of you while daydreaming. Beware of satisfying your conscience by doing undemanding tasks which save you the effort of thinking.

Review your work for the day (and also for the week and for the semester) to make sure that you allot an appropriate amount of time to each of your subjects and to each part of each subject. Give the important or difficult tasks priority. Tackle them first, or at least arrange your study so that the work which needs careful thought or special attention is done while you are still fresh.

Recognise the appropriate time to stop for a break. Studying when you are tired may be uneconomical: five minutes' rest may refresh you so much that you get through the next stage of the work ten minutes more quickly. Or is your weakness the opposite? Do you stop too readily? If you get stuck on a particular point, taking a short break to think about something completely different often means that it 'clicks' when you return to the point.

Leave plenty of time to write any piece of work to be done in your own time. Start work on it well before the submission date. It will usually be clear from the lecture schedule when you have finished the lecture coverage of the topic. (It may be helpful to look at the question before the lectures on it so that you know what to listen out for.) If you leave too little time, it will probably be better to do a later topic instead if there is a choice of submission dates. But don't leave work so late that you end up with no flexibility in when you have to submit your work. Planning to do the last topic may seem attractive at the beginning of semester but runs the danger that something unexpected will prevent you from devoting as much time as you would have liked. Also bear in mind that your exams may be very soon after the end of teaching. Getting coursework out of the way early will give more time for revision.

5.1.1 Attendance Requirements/Compulsory Classes/Notification of Absence

On each module you will have lectures (usually 3 per week). Lectures start at nominally 5 minutes past the hour and finish at nominally 5 minutes to the hour. In addition, you will have tutorials, computer laboratory sessions or both.

In Computing modules, outline lecture notes will be handed out to students, usually via Canvas; **however this is not a substitute for attending lectures**. In all modules, the handed out material needs to be supplemented by students taking their own individual notes.

5.1.2 Class Attendance

Divisions can designate classes in modules as Compulsory or Prescribed. Quoting from the Undergraduate regulations:

54. Each module's descriptor specifies any compulsory or prescribed attendance required at classes.

55. A student who fails to attend a compulsory class will be deemed to have failed the module, due to failure to comply with published requirements.

56. A student who is absent for more than a third of prescribed classes will have their mark capped at a maximum of 40 for that module.

Engagement

57. Other points of required engagement for students will be specified in each module's descriptor.

You are required to inform the Academic Registrar if you are absent through illness. If the absence is short (less than seven days) self-certification is sufficient (via the Student Portal).

For longer absences, and in all cases of absence from prescribed tests and examinations, a medical certificate is required. Further details on the attendance policy may be found on the University web pages, at:

<https://www.stir.ac.uk/about/faculties-and-services/academic-registry/regulations/undergraduate/modules-credit-load-and-attendance/>

5.2 Understanding and Learning

Aim to understand not just to memorise. Modules are chiefly devoted to concepts that are designed to be understood rather than facts to be learned by rote. Understanding the principles will make it easier to remember all the material covered.

There will be some points you will have to learn and remember. When trying to memorise something, put the material aside from time to time to test yourself. This helps you to identify the points that are hardest to recall. Give these points special attention: mnemonics may help. Just reading the details over and over again is wasteful of time and effort. It is always easier to learn details if you can relate them to some principle or fit them into a logical system.

If you do not understand a topic, look it up in a textbook by using the index. Or discuss it with another member of the class. Or ask your tutor or lecturer to help you. Also, think out examples and applications.

Talk to other students about lecture material and what you have read. Trying to explain points to someone else can help you to learn and others may be able to fill gaps in your understanding. Discussion of coursework assignments can be helpful but take careful note of the regulations on plagiarism.

Seek to develop the skills listed below when working privately and with other students, not just in formal teaching situations. For example, practise explaining points clearly and

concisely to others (including those with little or no knowledge). This will stand you in good stead for job interviews.

Transferable skills:

Written and oral communication

The ability to:

- present arguments clearly and concisely both in writing and orally;
- give a direct answer to a question;
- present both brief summaries that identify the key points and fuller treatments of a topic that are well structured;
- present a balanced view of different opinions on an issue;
- separate fact from opinion, yet present your own views where appropriate;
- use suitable means of presenting arguments, e.g. visual aids in oral presentations, diagrams in written work;
- contribute constructively to a group discussion;
- communicate with different audiences.

Analysis and problem-solving

The ability to:

- abstract and simplify in order to identify the essence of a problem;
- identify what should be taken as given or fixed for the purpose of solving a problem;
- set up and analyse a model;
- develop logical arguments;
- marshal and evaluate evidence;
- assimilate, structure and analyse qualitative and quantitative data;
- apply general principles to a specific case;
- make use of previous work but be prepared to develop original ideas where appropriate;
- exercise independent judgement;
- draw conclusions and decide what to do;
- think critically about the limits of your analysis;
- draw policy conclusions and recognise the potential constraints on their implementation;
- evaluate alternative strategies;
- keep an open mind about different methodological approaches;
- relate issues to a wider context;
- think imaginatively and creatively.

Learning

The ability to:

- search out relevant material;
- frame and ask questions that elicit the information required;
- synthesise relevant material;
- learn independently;
- make use of the services of libraries and other sources of help and information.

Self-management

The ability to:

- work under pressure;
- meet deadlines;
- manage your time effectively;
- plan projects;
- prioritise tasks;
- work methodically;
- set personal goals and evaluate your own performance;
- work without supervision;
- take initiative and develop ideas independently.

These transferrable skills contribute to achievement of the University Graduate Attributes: high-level qualities and skills that students develop through their learning activities while at university. These attributes are what set graduates apart from those without a degree, and represent the added value graduates offer.

5.3 Making the Most of Lectures

Attend *all* the lectures. Later lectures often build on material covered in earlier lectures so missing a lecture will seriously impair your understanding not only of the topics covered in that lecture but of later topics as well.

Outlines of lectures and sometimes fuller notes are provided on *CANVAS*, but it is still a good idea to take your own lecture notes. This will help you to stay alert to what is being said and to identify points of difficulty.

Look at coursework questions and specimen exam questions on a topic before the lectures. Thinking how to answer specific questions will help you to stay alert and identify the key points.

Do not try to write down everything that is said in the lectures. Distinguish the main points from the detail and summarise briefly any important main points that are not in any notes that have been provided. Some of the detailed points in the lectures may be available in a textbook or mentioned only for illustration. If you find you cannot make as many notes as you want, then you are probably trying to write too much and will be unable to follow the lecture.

Taking notes involves following the lecturer's argument and summarising points so that you can recall and revise the material. Try to ensure that your notes fall into the same main sections and subsections as the lecture material.

Leave plenty of space when you take notes, so that you can add material later. Write lists vertically, not horizontally along the line.

It often helps to use underlining and capitals to emphasise key words, and to use subheadings and indented text to emphasise the different sections of the notes.

Use arrows and boxes to show how one section relates to another.

Write up your notes as soon as possible after the lecture. This means working through them carefully, adding details and your own comments, checking points, and tidying them - not just copying them out neatly.

Practise drawing diagrams. They may look easy to draw when seen on a printed page. Find out before the exam whether this is so.

It often helps to go over your notes with other students.

5.4 Making the Most of Seminars/Tutorials

Full attendance at tutorials is an essential requirement of the programme. Materials which are discussed in detail in tutorial sessions are closely linked to the questions posed in exams and other assignments. Students who do NOT attend tutorials therefore, place themselves at very high risk of failure.

Seminars and tutorials are provided so that you can get help. Go with your own agenda of what you want to learn. Usually a tutor will specify work to be done for the session but will always be happy to answer questions – as long as the question is not seeking specific help with assessed work.

Do read and go over your lecture notes early enough so that you have a chance to ask about any points you do not understand before you have to do assessed work on the topic and while the topic is still fresh in your mind.

It may help you to feel more confident in asking questions if you join a group with someone you know, and collaborate before each tutorial on what questions to ask.

5.5 Reading

If there is one main textbook for a module, you should buy this as there are likely to be no spare copies in the University Library. If there are other books recommended or there are several books recommended rather than one main book, these books will normally be in the University Library but you may need to reserve a copy to make sure that you can get it when you need it. If you are referred to a journal article, this may be available in hard copy in the University Library as a photocopy or in the original bound volume of the journal but increasingly journal articles are available electronically – the Library catalogue will specify the formats available.

Before starting to read a book or a chapter, glance quickly through it to get a general idea of what it covers. Stop periodically and review in your mind the main points of what you have read so far. At the end, look back over the text for a quick revision.

Adjust your speed of reading to suit the level of difficulty. You should be able to read straightforward material rapidly, but you should also recognise the tricky sections when you must go more slowly. You will need to go more slowly over sections that refer to complicated diagrams, or include bits of, for example, mathematics or many abbreviations.

When you come to a difficult or important part in a book, tackle it systematically, noting the theme of each paragraph, picking out key phrases or key sentences, and asking yourself questions as you read. Do not just read it over several times in the hope that somehow it will come clear.

Make notes and summaries as you read to help you remember what you read.

If you find useful material on a website or in some other electronic form, make notes on it. If you think the ideas are relevant to an essay, write them up from your notes *in your own words*, without looking at the original, unless you need to check a note for accuracy. Only copy and paste electronically if you are careful to put the material in quotation marks – indenting or changing the font can also help to differentiate the quotation from your own words. It is often tempting to copy and paste liberally but it is all too easy to forget where the material came from and to present it as your own work. There are severe penalties for this – see regulation at <https://www.stir.ac.uk/about/faculties-and-services/academic-registry/academic-policy-and-practice/quality-handbook/assessment-and-academic-misconduct/>.

Look at the questions you have to answer or are likely to be asked on a particular section before reading it. This will help you to concentrate.

5.6 Writing Coursework Answers

This section relates to the writing of any form of answer in your own time that requires some text and is more than just a sentence or two. It may be called, for example, an essay or a project or a paper.

Read the question carefully. Identify the *instruction word*, e.g. “describe”, “analyse”, “state” as this will help you to decide what sort of answer is required. Look for the *key words* that tell you what the question is about. Use any information provided in the question. Occasionally, information may be just a descriptive gloss that does not affect your answer but usually information provided is intended to help you focus your answer on a particular topic.

Start by jotting down points as they occur to you, then flesh them out (or discard them if, on reflection, they are irrelevant) and reorganise them into a logical structure. Allow time to go through one or more drafts before producing the final version. Don’t expect to be able to write out a good answer straightaway.

Make sure that everything in your final answer is relevant. Organise your material to answer the *specific* question, not some more general question like “Write down all you know about . . .” Irrelevance will be penalised.

The page limit is a maximum, not a target. Often the best answers are well below the limit. To keep within the limit:

- Avoid introductions that are generalities having little to do with the question. Introductions can serve a useful function: use them to state any assumptions that are general to your analysis, to avoid repetition in the different parts of an answer and to give the reader an idea of the structure of your answer if this is not imposed by the question.
- Avoid conclusions that merely repeat what you have said earlier or are vague generalisations that are at variance with your earlier analysis or say nothing.
- Do not paraphrase large chunks of textbook. Recognise that a different style is needed. Textbooks need to explain points very fully and in different ways to get the point across. You should aim to be more concise.
- Questions are designed with the length limit in mind. If you find that there is a lot of textbook material on the general topic, tailor it to the specific question by being selective and putting it in your own words.

Put your ideas into your own words. An occasional quotation can enhance a report if you think that the author’s words are particularly apt, but generally using your own words will gain more credit for understanding the topic. Heavy reliance on quotations or paraphrasing will not produce a good essay as it will not reveal your capacity for independent thought. You must not use the words or ideas of another person without attribution.

Write the final version in clear, concise, grammatical English. Write in sentences (not notes) and use paragraphing to separate the main points. Pay attention to spelling.

It is acceptable to use abbreviations for common terms, e.g. TCP for Transmission Control Protocol. The first time you use an abbreviation, you should explain what they stand, e.g. Transmission Control Protocol (TCP).

State your assumptions before you start the analysis and avoid making unnecessary assumptions as this may mean that you miss interesting possibilities.

A change in a system can often have many possible effects. In general, you should cover all the possibilities, though not necessarily in the same detail. Avoid tediously repetitive coverage of a number of cases that are only slightly different. Those that seem to be remote possibilities may only deserve a brief mention. *It is generally your analytical skills that are being tested, not your empirical knowledge*: beware of completely ignoring cases just because they seem unlikely to you.

Diagrams are often needed for effective answers. Make your diagrams are big enough to show all the features clearly. Hand-written diagrams will usually need to be larger than printed ones to be clear. Number them Fig. 1, Fig. 2 etc. Refer to each diagram in the text, using these numbers, and explain what the diagrams show. Little credit will be given for diagrams that are not mentioned in the text. Try to arrange diagrams to be near the text that refers to them. Putting all the diagrams in an appendix may be easier for you but think how irritating it would be if textbook writers did this.

If you are asked to answer a specific question, e.g. "What will be the effect of . . ." rather than "Discuss . . ." conclude your essay by giving a direct answer to the question, with any necessary qualifications.

Avoid value judgements, i.e. stating opinions. Generally you will get credit for analysing what could happen. An opinion cannot be marked as right or wrong so you will not get any credit for it. An important part of learning is to distinguish carefully between normative and positive statements.

Present arguments in a balanced and dispassionate way. Avoid journalistic exaggeration and political prejudice. Model your style on that of professionals, not the tabloid press or political manifestos.

Use technical terms. Give a clear definition the first time you use a term. They have usually been introduced in the literature as a short-hand, so using them will save space and enable you to be precise. If a result can be expressed mathematically, and you understand the maths, use maths for the same reasons.

Read over your answer before submitting it. You will lose marks unnecessarily if the marker has to correct errors that you could have spotted yourself. It is best to do this sometime after writing it so that you come to it afresh. Sometimes a sentence that seemed clear when you wrote it will be much less clear on second reading.

Many of the points above become much easier to put into practice if you use word-processing software from the first draft stage onwards. Microsoft Word is available in the University's computer labs. If you need training, contact the Information Services Help Desk in the University Library.

5.7 Examinations and Class Tests

Look also at the points in the previous section about writing coursework answers. Most of these apply equally to answers written under examination or test conditions.

Check the time and venue carefully. Arrive in good time and compose yourself.

Read the instructions on the paper carefully so that you answer the correct number of questions and (if there are sections) the correct number from each section. **If you answer fewer questions than expected, you will be awarded no mark for the missing answers.** This will seriously impair your chance of getting a good overall grade. For example, if you only write two answers in the time instead of three, you will lose one third of the available marks and so you would have to do well on the questions you do answer even to pass. You may think that you can write better answers if you allow more time per question but this is very unlikely to be the best way to improve your overall grade, as the example shows.

Plan your use of the allotted time carefully. Take time at the beginning to read each question carefully and decide which questions you are best equipped to answer if there is a choice. Allocate your time in proportion to the marks for each question. If, for example, you have two hours to write three sets of questions, spend at least 15 minutes reading the paper and sketching out answers, then about 30 minutes on each question. Keep a few minutes at the end of the exam to read over your answers so that you can eradicate any slips of the pen.

Make sure that you know exactly what a question is looking for *before* you start to answer it. Realising too late that you have answered a different question can be very costly in terms of marks. Avoid rushing into writing all you know about a general topic without reading the question carefully. This will waste time on irrelevant material which will receive no marks.

Do not be deterred from attempting a question simply because it takes longer to read than the others. Long questions generally give you more help on what answer is expected.

Tailor your answers to the time available. Examiners are well aware of the time available to answer a question and will not be expecting long answers, but will be expecting all the main points to be mentioned. If a question is similar to one that you have written before without the time constraint, do not attempt to write the same answer, just aim to get the main points down. An expansive treatment of the first few points will be achieved at the expense of missing later points (and losing the marks for them) or reducing the time for other answers.

Practise writing answers against the clock so that you know how much you can write in the time available for an answer in the exam.

Write notes before starting any answer that requires a logical argument and organise them, so that the answer is well argued. This will attract more credit than an answer that makes the same points in the order that they occur to you.

Even if a question does not ask for a diagram or example, please include them if you think it helps demonstrate your point more clearly. The examiner is looking to see if you understand the answer to the question and an appropriate and specific example will often demonstrate your understanding.

Use of Dictionaries in Tests and Examinations

Electronic dictionaries are not permitted in tests or examinations. Paper English/foreign language dictionaries may be used by international students and will be subject to inspection by invigilators. If any notes or other material are found, the dictionary will be confiscated and an “Academic Misconduct” report sent to the University Examinations Officer.

5.8 Writing Assignment Reports, Dissertations & Referencing

5.8.1 Assignment Reports

The following are some general pointers to help you think about writing reports. However, you are strongly urged to read Coles (1995) *A Student's Guide to Coursework Writing*, Stirling: University of Stirling. This is an accessible and manageable book which deals with the main points of good assignment writing clearly and concisely.

1. Make sure you answer the question. It does sometimes happen that students misinterpret what is being asked when reading assignment titles, so make sure you understand exactly what you are being asked to do. Ask your tutor if you are unsure.
2. Prepare thoroughly: read, make notes, and think about the subject well in advance.
3. Try to structure your report so that everything you say takes its place in an overall developing argument or discussion. Random, disconnected points generally don't add up and don't convince the reader that you have much of a grasp of the topic. To help do this it's always a good idea to plan the structure of your assignment before you write it. It's also a good idea to inform the reader of what you're doing and why you're doing it. This is called signposting: a brief introduction will map out the direction you intend to take and what you intend to achieve, and signposts along the way will guide the reader through your argument. A short concluding paragraph is also helpful in summing up what you have written and stating what conclusion you have reached.
4. Try to be concise and to the point. Think of the most economical way of putting every point across.
5. Similarly, try to be as clear as possible. If you don't understand what you have written, the chances are that nobody else will either. Avoid the use of jargon unless you are sure what it means.
6. Following on from this, try to put things in your own terms. There is no sense in regurgitating passages from books that you clearly don't understand, and this in any case carries the risk of the serious offence of plagiarism. A good assignment report demonstrates both an understanding of relevant sources and independent thought about a topic.
7. Illustrative examples may make what you have to say more vivid, immediate and obvious. Relating an abstract argument to something concrete, perhaps in your own experience, can bring an idea alive and convince the reader that you know what you are talking about.
Similarly a well-chosen quote can often clarify and enliven a point you are trying to make and can demonstrate that you have grasped the essence of a reading. Don't use too many quotes, though – the assignment is meant to be your own work, after all – and don't use quotes if they add nothing to your argument. If a point you are making is clearly derived from a published source, and when quoting from published sources, you must acknowledge this.
8. Include a complete bibliography of sources used, in proper bibliographical form (see below).
9. Finally, review what you have written to check that it makes sense. No matter how good your ideas are, if they are poorly expressed your grade will be lowered. Check your

spelling, grammar and punctuation and make sure that no mistakes have slipped through. This process takes only minutes but can make a difference to your grade.

5.8.2 Referencing Your Work

A crucial part of your academic studies will often include reading extensively around your subject and integrating other people's research with your learning. You need to use 'evidence' from the literature to support your arguments and answer questions. As part of this process you need to make sure the reader knows where you are getting your information and how it relates to your own ideas and conclusions.

When using ideas, research, data, evidence, facts, diagrams etc. from other sources they need to be clearly distinguished from your own ideas. They must be carefully acknowledged to give credit to the authors and allow the reader of your work to trace the original resources if they wish to. Referencing will help you in this process.

Acknowledge the sources you have used by citing them within the text of your work and also in a list of references at the end of your assignment.

There are many different referencing styles and you must use the style recommended by your Faculty or Module.

Keep a note of all the sources that you use as you go along so that it is easy to acknowledge them in your work. You might wish to keep your references in referencing software such as 'RefWorks' (which is free for all students to use). You can use RefWorks to produce your reference list or bibliography in the style required by your Faculty or Module.

Important points to remember (unless the style your Faculty uses, tells you otherwise.):

- Always check your handbook or ask your tutor which referencing style you need to use for each module.
 - You may have to adopt different referencing styles for different modules (using RefWorks makes this process easier).
- Be consistent with the style used in any piece of work
 - Do not start using IEEE and then switch to Harvard for example.
- Be clear and consistent
 - You must add as much information as is required. Make sure the details are correct, so that someone else can find your sources.
- Different types of material are presented differently
 - Make sure you know which information is needed for different types of references e.g. internet sources often need the URL (web address) and date accessed; journal articles need volume and often issue number.

5.8.3 IEEE Referencing Style

The following brief information will help you to get started using the IEEE referencing style. This style is most commonly used within IEEE Computing related articles and that we request you use this style for your reports.

The IEEE style is a numeric system, where citations are numbered in your text within square brackets e.g. [1]. The citation in your text corresponds to a full reference in the list of references at the end of your work. To acknowledge paraphrased ideas the citation number(s) should appear on the same line as the text inside any punctuation.

All references must have their own number. It is not permissible to use one number to cite multiple sources. You should ensure that reuse the same number for all subsequent citations of the same source.

Here are a few examples of how citations might appear:

... as demonstrated by Smith [4] and Brown and Jones [5].
... as mentioned earlier [2], [4–7], [9] a number of studies investigated these issues

Multiple authors. If you mention the author name(s) as part of your sentence give both names if there are only two. If there are 3 or more authors give only the first name followed by et al. e.g.

... Wood et al. [7] suggested an alternative approach.

Add page numbers and other pinpoints to specific ideas to the citation number within the square brackets e.g.:

[3, pp. 5-10]
[3, Fig. 1]
[3, Algorithm 5]

A section of text with in-text citations might look like:

This leads to greater needs of probabilistic analysis tools, both for system planning [1] and for the daily system operation. From the first proposals in the 1970s [2], a great deal of literature can be found about it. The most straightforward method of solving this problem is Monte Carlo simulation [1, pp. 6-7].

The reference list appears at the end of your work in number order e.g.:

- [1] F. P. Brooks, *The Mythical Man-Month: Essays on Software Engineering*, Anniversary ed. Boston: Addison-Wesley, 1995.
- [2] T. DeMarco and T. R. Lister, *Peopleware: Productive Projects and Teams*, 2nd ed. New York: Dorset House Publications, 1999.
- [3] M. Fowler, *UML Distilled: A Brief Guide to the Standard Object Modeling Language*, 3rd ed. Boston: Addison-Wesley, 2004.
- [4] J. Seguel, "The doctoral program in Computing and Information Sciences and Engineering of the University of Puerto Rico," *Future Gener. Comp. Sy.*, vol. 19, no. 8, pp. 1293–1298, 2003.

For further information, download the [IEEE Basic Principles](#) and the [IEEE Example Reference List](#).

5.8.4 What is the Difference between a Reference List and a Bibliography?

A 'Reference List' includes the details of only the sources you have referred to in your work.

A 'Bibliography' may include additional sources that you have consulted but not actually mentioned or referred to in your work.

Most undergraduate and postgraduate taught work requires a 'reference list' only and should not contain additional references that are not cited. However, requirements vary between modules and you should always check your module handbook or ask your module tutor if you are uncertain what to do.

RefWorks Tip: RefWorks uses the term 'Bibliography' for creating any list of references whether it is a 'reference list' or 'bibliography' as defined above.

5.8.5 RefWorks

RefWorks or other bibliographic software can help you to record and manage your references and produce a 'reference list' or 'bibliography' in the style required for your module. The accompanying 'Write-N-Cite' software helps you to cite your references within your Word document.

Login to RefWorks or find out more about it at <http://libguides.stir.ac.uk/refworks>.

If you require help with assignment writing and referencing, please refer to the Student Learning Services web pages, found at:

<http://www.strategicplanning.stir.ac.uk/CAPL/student-learning-services/learning-services/workshops.php>

5.9 Extra help

The University Library has books on study techniques and essay writing: ask at the library help desk for information. If you would like more help, ask your tutor.

SECTION 6 - ASSESSMENT (INCLUDING ACADEMIC MISCONDUCT)

6.1 Assignments

If you are asked to submit an assignment, it should be close to the set word or page limit. Students should note that some Divisions/Centres may impose penalties if the word limit is exceeded. The length limit is a maximum and not a target. It is possible to write an excellent answer within the limit set. The limit applies to the whole work submitted excluding the list of references, appendices and the cover sheet.

Failure to comply with any other rules specific to the piece of work governing, for example, structure, style and presentation may also be penalised by some Divisions/Centres. If a piece of work is not in the correct format, any penalty will be based on its estimated length if written in the correct format.

Divisions/Centres vary their assessment methods across the modules that they teach. For some modules you may be required to submit an assignment which may include both code and a report. For other modules you may be required to undertake class tests or an examination.

Students should read their module outlines carefully for details of their assignments and submission, including the submission deadlines. Since the University practises anonymous marking, students should put *only* their registration number, not their name, on any coursework submitted for assessment. Before you submit your assignment please ensure that your student registration number and module code is listed on every page, either in the header or footer. Students should retain a copy of all coursework submitted.

6.1.1 Turnitin

Students should be aware that all forms of assignments (including dissertations) are subject to scrutiny via anti-plagiarism software called Turnitin. Prior to submission students are strongly advised to check their turn-it-in similarity score by submitting their assignment via the Similarity Checking Space (which can be found within each module's Assignment link). Students are permitted to upload multiple draft versions of their assignment to the Similarity Checking Space. The final version of a written assignment will normally be submitted to the appropriate assignment link in CANVAS by the deadline as this is where you will receive your mark and feedback. **It is imperative that students do not ask any other student to upload their work as to do so will subsequently show the work as being plagiarised, or risk being classed as a non-submission of assignment.**

6.2 Assessment

It is the responsibility of students to familiarise themselves with the assessment regulations that can be found at: <https://www.stir.ac.uk/about/faculties-and-services/academic-registry/academic-policy-and-practice/quality-handbook/assessment-and-academic-misconduct/>

6.2.1 Submission of Assessment

A module may be taught by several lecturers, but for each module there is a single lecturer who is designated the module's 'co-ordinator' and who is responsible for overall control of the module.

Most modules contain assessed coursework, often programming assignments. Normally there are one or two assignments per module, and an examination at the end of the module. Assignments *usually* account for around 50% of the final mark, and an examination *usually* accounts for the remaining marks. This does differ in specific cases. (The formula for each module is published in the module syllabus.)

Since you will typically be taking three modules per semester, you might have up to six assignments to complete per semester. In some semesters, assessment deadlines are close together: we do this to encourage you to develop your time management skills and decide what is the best order to approach them yourself. A close set of deadlines does not mean they can all be attempted close to the deadline - it should mean the exact opposite. The best you can do is to start work on assignments as soon as they are handed out, so that you do not have to rush everything at the last minute and gain an early understanding of what is needed.

In many modules, assignments are either automatically collected from pre-designated computer folders (in the case of programming assignments) or submitted via Canvas. In either case, full details will be given on the assignment handout. After submission, please ensure that you keep your own personal copy of any assignment submission for reference (i.e. do not further modify code unless you have a back up of the submitted version of it).

6.2.2 Control of Assignments

The paragraph above describes the process of submission of assignments in general terms. The Computing Science Division has adopted a procedure for handling assignments, which is as follows:

- Immediately after the submission date for every assignment, the module co-ordinator will check the assignments received against the list of students currently registered for the module provided by Undergraduate Records (Academic Registrar's Office).

Where an attempt at the assignment has not been received from such a student, and an extension has not been explicitly given, the co-ordinator will either send a letter to the student at his or her registered address during semester or email them via the student's university email address, warning the student that the assignment has not been received.

- It is important to read your University email regularly.
- The lecturer teaching a module will mark assignments and make the feedback and grade available for collection within three teaching weeks.

The first of these procedures is intended to give students security in cases where submitted assignments have miscarried, for whatever reason. Of course, the procedure will only be effective if the Undergraduate Records office has up-to-date information on your address. It is the student's responsibility to keep Undergraduate Records informed of changes and errors.

6.2.3 Academic Misconduct

It is generally understood why cheating in examinations is wrong: it is an attempt to gain undeserved credit by presenting the work of another as one's own. For the University not to treat cheating as an extremely serious offence would be unfair to its students and would jeopardise the standard of its awards. Exactly the same is true of coursework submitted for assessment. Plagiarism is the equivalent of cheating in an examination because it involves

the reproduction of another's work, whether ideas, data or expressions, without due acknowledgement. This is plagiarism, whether the source is printed, electronic or handwritten, whether it is reproduced verbatim or is paraphrased, and whether it is drawn on extensively or in brief.

The University has an agreed policy setting out procedures and penalties for dealing with academic misconduct. This policy can be found on the University's portal. The policy also gives guidance on proper and adequate acknowledgement of source material, but if students are in any doubt at all about the nature of plagiarism, or the means by which to avoid it, students are strongly advised to consult their tutor. Students should clearly understand that it is their responsibility to be sure they understand these matters. Ignorance is not accepted as a defence for plagiarism. Further details relating to Academic Misconduct can be found in [section 6.7](#).

The full policy on Academic Misconduct can be found at:
<https://www.stir.ac.uk/about/faculties-and-services/academic-registry/academic-policy-and-practice/quality-handbook/assessment-and-academic-misconduct/#eight>

6.3 Boards of Examiners

The full policy on Boards of Examiners can be found [here](#):

6.4 External Examiners

The full policy on External Examiners can be found [here](#):

6.5 Common Marking Scheme & Assessment Procedure

The University marking schemes for undergraduate programmes are detailed in the below table.

6.5.1 Undergraduate Common Marking Scheme

A student's level of achievement is denoted by the mark (a whole number in the range 0 – 100) achieved under the University's Common Marking Scheme. The descriptors are used, where appropriate, in marking coursework, examinations and dissertations. They should be used in parallel with subject-specific mark descriptors.

| Mark | Equivalent Grade | Result | Descriptor of Attainment of Learning Outcomes |
|-------|------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 90+ | 1st | Pass | Meets all the requirements to attain 80 – 89 but in addition demonstrates an exceptional degree of originality and exceptional analytical, problem-solving and/or creative skills. |
| 80–89 | | | Meets all the requirements to attain 70 – 79 but in addition demonstrates outstanding quality evidenced by an ability to engage critically and analytically with source material, exhibits independent lines of argument, is highly original and uses an extremely wide range of relevant sources where appropriate. |
| 70–79 | | | Excellent range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts or procedures |
| 60-69 | 2:1 | Pass | Attainment of virtually all intended learning outcomes clearly grounded on close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding. |
| 50–59 | 2:2 | Pass | Attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding. |
| 40–49 | 3 rd | Pass | Acceptable attainment of most intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure. |
| 30-39 | Fail - Marginal | Fail | Appreciable deficiencies in the attainment of intended learning outcomes, perhaps lacking a secure basis in relevant factual or analytical dimensions. |
| 0-29 | Fail - Clear | Fail | No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary. |
| X | Fail | Fail | Failure to comply with published module requirements |

A student registered on a module will be given a mark for each component of assessment listed in the module descriptor.

The overall mark for the module is calculated from the sum of weighted component marks, rounded to the nearest whole number; a pass may not be required in each component. This module mark represents a summary of performance on that module.

An 'X' (Fail) is given if a student does not complete the compulsory coursework or examination (either main diet or resit diet): therefore it is really important to let staff know if you have good cause for missing either of these.

6.5.2 Getting a Grade

To sum up the material of this section: normally, in order to receive a grade for a module you must:

- Attend all the Compulsory classes.
- Complete the assessed coursework within the deadlines.
- Attend the examination.

These requirements described what you have to do to get a grade *at all* - even a fail grade. To pass, you must attain an overall mark of 40 or better.

6.5.3 Marking

Assignments and examinations are all marked within the Division. For each element of assessed work a sample (10% or 5 whichever is greater) is then independently reviewed by another staff member. Comments by the reviewer may lead to adjustments of marks in individual cases or across the whole class.

Marking is anonymous (i.e. your submission is identified only by student number and not by name), or anonymised (i.e. your submission is identified by your computer user ID and not by name). The latter is usually the case for electronically submitted coursework.

If you have reasons to believe that an assignment has not been fairly marked you may ask for a re-assessment by a second marker. However, the re-assessed mark will stand and could be *poorer* than the original assessment.

6.5.4 Assignment Extensions / Late Submission

If you are late in handing in an assignment (and have no good cause) then your grade will be reduced. University regulations stipulate a penalty of 3 marks per day (e.g. if you are three days late and the assignment was marked as 60, then you will receive a mark of 51 to penalise lateness). After seven days, time runs out and the work is deemed a "non submission" and receives a mark of 0. For most Computing Science modules this means an overall "X" (Fail) grade.

Good cause: Please let your module co-ordinator know immediately of any good cause preventing you from meeting an assignment deadline. Extensions can be given in such cases.

Good causes are similar to those for deferred examinations (see section 3.5) but each case is taken on its own merits. Further details may be found on the University web pages, at <https://www.stir.ac.uk/about/faculties-and-services/academic-registry/academic-policy-and-practice/quality-handbook/>. If an extension has been granted, then lateness penalties do not start until after expiry of the extension.

6.6 Examination Procedure

The full policy on Boards of Examiners can be found [here](#):

6.6.1 Examination Timetable

Examination timetables are clearly posted around the University and on the Student Portal. Students should consult these timetables as soon as they appear so that the Registrar can be informed of any timetable clashes. Students should acquaint themselves with the University Regulations regarding conduct during examinations.

The examination periods are published each year on the University Portal, and are noted at the beginning of this Handbook. **You must be available for examinations during the whole of the examination periods and should not, for instance, book flights until the examination timetable is final.** Saturdays are also days upon which examinations can be held so you must not have any commitments to a job which require you to be available at any time during the examination periods.

6.6.2 Examination Disasters

Your alarm clock didn't go off, you missed the bus, you got the time wrong....There are lots of reasons that may cause you to be late for an examination. The most important thing is that you should turn up to the examination venue if at all possible - even if you are late. *The invigilator may be able to let you take the examination.*

Usually candidates who arrive late are allowed into the examination as long as no other candidate has left. Make sure you talk to the invigilator for your examination as there may be more than one examination in the room. If you can't make it to the venue, contact the Division, specifically the Chief Examiner Dr Savi Maharaj, to let us know. As always, the more information we have, the better we are able to help.

The *rubric* is the text on the front of the exam paper; it tells you if there are compulsory questions, and how many to answer. *Always read the rubric carefully.* If you fail to comply with the instructions the examiners will take appropriate measures. In the case of too many questions the Division marks them all and discards the lowest mark(s). In the case of too few questions no adjustment is made. If a compulsory question is omitted (and too many other questions answered), then the lowest marks are discarded but you will be severely disadvantaged by not having answered the compulsory question.

6.6.3 Use of Dictionaries

Use of electronic dictionaries is not allowed. Hard copy dictionaries are subject to inspection by the invigilator.

6.6.4 Resit/Deferred Exams

All modules except the Honours project have resit/deferred examinations. These examinations are normally in May (for Autumn modules) or late June (for Spring modules). An examination is called 'deferred' if you had good reasons not to take it the first time (e.g. due to illness) as described below. If you simply did not do well enough to pass the first time, the examination is called a 'resit'.

Students who fail a module will be eligible for a resit examination. In a resit examination, the best you can do is to get a mark of 40 for the module (that is, marks are capped at 40).

6.6.5 University Policy on Deferred Examinations

Procedure

- You are required to apply through the Student Programmes Office on a specified form, for your case to be considered for a deferred exam. Application must be received before a published deadline.
- Independent evidence of good cause for non-attendance at exams is necessary. This generally takes the form of a medical certificate.
- Deferred exams are granted only if all coursework has been completed.
- If rejected, a student may supply further information and ask for a reconsideration of their case.
- In all cases, a final decision is notified to the student as soon as possible.

Acceptable Grounds for a Deferred Exam

- Attendance grounds: Unable to attend because you are either in hospital, in court/detention or you are a sports bursar in an authorised competition.
- Medical grounds: you must be suffering from symptoms that render you incapable of complying with exam requirements. Doctors certifying these will be required to indicate whether you are unable to attend the exam (e.g. confined to bed) or unable to read/write on date of exam. The doctor is expected to notify the symptoms, but is not required to notify what illness is involved. The student must therefore authorise the doctor to disclose the symptoms. Sometimes an alternative exists (taking the exam in a separate room or having a scribe for the exam). These may be offered in place of a deferred exam.
- Compassionate grounds: You are distressed due to the death of a close person during the exam period (family member or someone living at the same address) or the unexpected onset of acute and dangerous illness or serious mental illness of a close person.
- Other exceptional grounds; Exceptional individual circumstances will always be considered on their own merits. Further details may be found on the University web pages, at:

<https://www.stir.ac.uk/about/faculties-and-services/academic-registry/student-information/exams/>

6.7 Academic Misconduct

It is generally understood why cheating in examinations is wrong: it is an attempt to gain undeserved credit by presenting the work of another as one's own. For the University not to treat cheating as an extremely serious offence would be unfair to its students and would jeopardise the standard of its awards. Exactly the same is true of coursework submitted for assessment. Plagiarism is the equivalent of cheating in an examination because it involves the reproduction of another's work, whether ideas, data or expressions, without due acknowledgement. This is plagiarism, whether the source is printed, electronic or handwritten, whether it is reproduced verbatim or is paraphrased, and whether it is drawn on extensively or in brief.

The University has an agreed policy setting out procedures and penalties for dealing with Academic Misconduct. This policy can be found on the University's portal. The policy also gives guidance on proper and adequate acknowledgement of source material, but if students are in any doubt at all about the nature of plagiarism, or the means by which to avoid it, students are strongly advised to consult their tutor. Students should clearly understand that

it is their responsibility to be sure they understand these matters. Ignorance is not accepted as a defence for plagiarism.

Work which is submitted for assessment must be your own work. All students should note that the University has a formal policy on Academic Misconduct which can be found at: <https://www.stir.ac.uk/about/faculties-and-services/academic-registry/academic-policy-and-practice/quality-handbook/assessment-and-academic-misconduct/#eight>

All instances of Academic Misconduct in exams, class tests and all other assignments will be considered together, and will count cumulatively in the application of the penalties described in section 9 at the above link.

The Little Book of Academic Misconduct

The Little Book of Academic Misconduct (what it is and how to avoid it) can be found at: <http://www.plagiarism.stir.ac.uk/documents/BookofMisconduct.pdf>

The Little Book of Plagiarism

The Little Book of Plagiarism (what it is and how to avoid it) can be found at: <http://www.plagiarism.stir.ac.uk/documents/BookofPlagiarism.pdf>

6.7.1 Plagiarism: Divisional Guidelines

The Division expects your submitted work to be your own. Two sorts of plagiarism may arise: unattributed use of material available elsewhere (on the www, books etc. or from another student) or excessive collaboration with other students.

In the first case, you must always acknowledge any material from other sources, and it should not make a major contribution to your assignment. In the second case, it is normal for students to discuss openly the nature of an assignment and the broad approaches to a solution. It is normal to share experience and to discuss ideas that did not work. However, there comes a point when such activities can turn into collaboration or even copying.

Submissions must be your own original work. Examples of unacceptable behaviour are:

- Copying or making use of someone else's file or work
- Providing a copy of your own file or work to someone else
- Sharing detailed descriptions of your approach with someone else (e.g. a structure diagram or pseudo-code)
- Allowing someone else (e.g. a friend or a tutor) to help you so much that the results cease to be your own individual work.

Of course, there are some situations where these rules cannot be taken too literally. For example, there are some modules where students are explicitly asked to work together in teams. Again, there may be cases where you wish to use program source (or other material) which you find in a book or which has been given out by a teacher as part of the class. In such cases you should feel free to incorporate the material in your assignment, provided that you follow two essential rules: firstly, you should always make it quite clear that the material is not original and you should indicate the source and acknowledge your indebtedness; secondly, the borrowed material should not so dominate the assignment that a reader cannot identify major elements that are your own unaided work.

Unfortunately, deliberate copying by students happens occasionally. For example, a student might pick up your discarded workings and use it to write a program or an essay; be careful about how you dispose of your drafts! A student might copy your file without you knowing if

you are careless about access permissions on your directories and files.

If a lecturer suspects that work submitted for assessment has been copied, he or she will interview the students concerned. The penalties for plagiarism are described above.

6.7.2 Complaints/Appeals

Very occasionally, students disagree with a progress decision. If you find yourself in this position, ask the Head of Division for details of the appeals procedure. Note that there is no appeal against the professional judgement of the examiners.

6.8 Ethics Procedure

All research conducted by students within the Division is required to obtain ethical approval. Dissertation students should familiarise themselves with the ethics process, guidance can be found at: <https://www.stir.ac.uk/research/research-ethics-and-integrity/>

6.9 Guidance on Group Presentations

Modules may require students to present and work in groups. Being able to demonstrate effectiveness in group work is a valuable skill that will help you both in your job search and future career. Group work gives you an opportunity to develop these skills in a situation where the most you can lose is a percentage of your module grade, rather than your job, or your year-end bonus. In the vast majority of cases we find that students enjoy group work and find that it is a valuable part of the learning process.

However, in a small number of cases group members have disagreements about individual members' contributions. Usually, these disagreements can be resolved without involving the Module Co-ordinator. Nonetheless, in order to minimise the risk of group disagreements and in extreme cases to aid the Module Co-ordinator in the resolution of problems, group members are advised to adopt the following procedures during group work:

- Start early and make sure you have made contact with all your group members within 3 days of the confirmation of group formation. If you have not succeeded in doing so within a week of the group formation deadline, please contact the Module Co-ordinator who will try and contact the group member on your behalf.
- Try to organise a face-to-face meeting to agree who is responsible for what tasks as early as possible. For this, together with subsequent meetings and telephone conversations, maintain a record of the key points including conclusions, or lack of, using your University e-mail account. Note that messages delivered via SMS are not suitable for record keeping and should be avoided for any important correspondence where a record might be desirable.
- When working on document drafts, record the authorship of individual sections of the essay and subsequent changes made by other individual group members using an agreed system, e.g. colour coding, or the 'Track Changes' tool in Microsoft Word
- Transfer document drafts between group members using e-mail attachments. Also when communicating between two group members in this way, it is good manners to copy in all group members. Keep, all e-mails sent and received by group members, including attachments.

All students in groups should **equally**:

- prepare the work specified before attendance;
- participate positively in the discussions;
- encourage others to participate positively in the discussions, discouraging prolonged silences, dominance or detachment on the part of any group member;
- remember the theme and aims of the session and keep to the point;
- be tolerant of the views of others which may be contrary to their own and counter them, as appropriate, in a tactful, rational and constructive manner;
- avoid rudeness, discrimination or prejudice, including the use of offensive language;
- learn both from their own mistakes and those of others;
- endeavour to use the opportunity of the discussion to explore ideas in a positive and comprehensive manner.

Students should be aware that group presentations and projects are subject to the same rules regarding academic integrity as individual work. Because of the unique nature of group projects, all group members should exercise special care to ensure that the group does not violate the statement of academic integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specified individual(s).

All group members are responsible for ensuring that the whole report/assignment is free of plagiarism. Therefore, complete the first draft of the report/assignment several days before the deadline, make sure that all group members read it and make sure that the report is checked thoroughly for plagiarism. If any group members have doubts about whether their report/assignment is plagiarism free, they should draw their doubts to the attention of the Module Co-ordinator before the submission deadline. Note, report/assignment markers are very experienced at detecting plagiarism and have been known to find plagiarism that has not been detected by Turnitin. If in doubt, ask a member of staff before submission.

6.10 Feedback

Feedback is a key part of the learning process. Assignment feedback lets us know what we did well and what we could improve on and how to do well in the future. The University takes feedback very seriously and, along with the Students' Union, have developed a Feedback Policy which can be found [here](#).

SECTION 7 – PROGRESSION & ENTRY TO HONOURS

7.1 Progression between Semesters

Progression decisions will now be made at the end of each academic year instead of every semester. Therefore if, for example, students fail a module in the autumn semester, students will still be permitted to proceed to the Spring semester.

More information regarding progression in the first year of study or on to the next academic year, including entry to honours, is available at: <https://www.stir.ac.uk/about/faculties-and-services/academic-registry/regulations/undergraduate/assessment-and-award-of-credit/>

7.2 Determination of Honours Degree Classification

The University operates an institution-wide grade point average (GPA) approach for determining Honours degree classifications. This applies to all Honours degree programmes, unless the Academic Council has approved a variation for any specific degree programme.

Further information on the honours classification is available at:

<https://www.stir.ac.uk/about/faculties-and-services/academic-registry/regulations/undergraduate/assessment-and-award-of-credit/#q-5>

SECTION 8 – ADMINISTRATIVE PROCESSES

8.1 Undergraduate Regulations

For the most up to date version please refer to: <https://www.stir.ac.uk/about/faculties-and-services/academic-registry/regulations/undergraduate/>.

8.2 University of Stirling's Calendar

The Calendar contains details of the University's Governance and Rules and Regulations, together with the academic regulatory framework for learning, teaching and assessment. The regulatory framework includes: Ordinances; Academic Regulations; Codes of Practice, Policies and Standards; Degree Programme Tables; Module Descriptors; and Definition of Terms.

Staff and students must abide by the regulatory framework, and it is their responsibility to ensure familiarity. The University of Stirling's Calendar can be found at: <http://www.stir.ac.uk/calendar/>

8.3 Attendance Requirements / Compulsory Classes / Notification of Absence

For the most up to date version please refer to: <https://www.stir.ac.uk/about/faculties-and-services/academic-registry/academic-policy-and-practice/quality-handbook/attendance-and-engagement/>

8.4 Staff / Student Communications

8.4.1 Student Portal

All students have access to their own Student Portal through the University's IT system. The Student Portal is home to many of the areas that you will need to access during your programme of study (registration of modules, self-certification of absence, module marks, academic history, link to the library etc.).

8.4.2 Student e-mail

Students should use their University email account for all correspondence with staff within the Division School. It is important to use the University email as private email addresses may be regarded by the system as SPAM. Module information, details of events, and a variety of other matters may be sent by email. Students should develop the habit of looking at them regularly.

Please read the [University's IT Use Policy](#) which is designed to ensure that users understand what constitutes, and the consequences of, unacceptable use of the University's IT.

8.4.3 Communications

Students are encouraged to seek advice from the professional services team and academic staff during their office hours by telephone or face-to-face. Marked coursework is normally returned electronically via Canvas. Overall module marks are published on the Student Portal. Marks will not be sent by email from staff or discussed by telephone.

Personal details, such as addresses, may be updated on the Student Portal page. Students in University accommodation cannot change their semester address. If you have problems, contact [Student Services Hub](#).

8.5 CANVAS

Canvas is a learning management system that will help the University of Stirling deliver an interactive, collaborative and technology- friendly learning environment. It is easy to use, intuitive and engaging and will allow you to access module information such as lecture notes, reading lists, module outlines, supplementary materials and other content, as well as post to discussion groups. Many modules have significant resources on CANVAS and you are advised to become acquainted with it. Help and guidance is available at: <https://community.canvaslms.com/docs/DOC-10701>.

The CANVAS learning environment can be accessed at <https://canvas.stir.ac.uk/> or through the Student Portal.

8.6 Divisional Module Registration & Enrolment

You will be informed when module registration is available by email and it is important to register as soon as possible at the beginning of the Autumn semester for the full academic year. More information on enrolment can be accessed at:

<https://www.stir.ac.uk/about/faculties-and-services/academic-registry/student-information/enrolment/>

8.7 Leave of Absence

Students considering applying for a leave of absence must speak to their Advisor of Studies in the first instance. Further help and guidance is available at:

<https://www.stir.ac.uk/about/faculties-and-services/academic-registry/student-information/thinking-about-leaving/leave-of-absence/>

Students on leave of absence remain matriculated students of the University and may not qualify for Jobseeker's Allowance.

8.8 Repeat of First Year

Any student who wishes to repeat first year should contact Student Programmes in the first instance.

8.9 Transfer between Full-Time & Part-Time

Students wishing to transfer between full-time and part-time study are advised to discuss this with their Advisor of Studies. Students must complete semester one before they can apply.

8.10 Withdrawal from Modules

A student is permitted to withdraw from a module no later than two weeks from the commencement of teaching. Thereafter, fees are due for the module, and the module will remain on the student's record with a result of failure to comply with published requirements. Students wishing to withdraw from a module should contact the Student Hub in 2A1 or via their email ask@stir.ac.uk.

8.11 Withdrawal from University

Students should write to Student Programmes (Email: studentprogrammes@stir.ac.uk) if they wish to withdraw from the University. It may be that they are qualified for the award of the Certificate or Diploma in Higher Education, and the Student Programmes will automatically check for this. More information on withdrawal of studies is available at <https://www.stir.ac.uk/about/faculties-and-services/academic-registry/student-information/thinking-about-leaving/withdrawal-of-studies/>.

8.12 Summer Academic Programme

The University of Stirling offers the opportunity for full and part-time undergraduate students to take additional credit through the Summer Academic Programme.

The maximum amount of credit a student may take as part of the Summer Academic Programme is 20 credits.

Please bear in mind that a maximum of 40 credits in Personal Development modules (module codes beginning with PDM or CST) can count towards a degree programme.

Please note that there is a charge for summer modules, and there will be a charge for anything beyond the standard 60 credit workload per semester.

Details on the Summer Academic Programme and how to apply can be found at: <https://www.stir.ac.uk/about/faculties-and-services/academic-registry/student-information/student-programmes-information/summer-academic-programme/>

8.13 Study Abroad Opportunities

Stirling offers opportunities to study abroad for part of your studies. Application for Study Abroad occurs in semester 3. For further information see <https://www.stir.ac.uk/international/study-abroad-exchange/want-to-study-abroad/>

8.14 Health and Safety

The University of Stirling is committed to providing and maintaining a safe and healthy place of work where staff and students are confident that their health, safety and welfare are considered to be of the utmost importance at all times. The University is also committed to providing a safe and healthy environment for others who may be affected by its activities such as contractors and visitors to the University.

In satisfying this commitment the University will:

- Ensure that University senior and line managers are fully aware of their responsibilities for health and safety and show strong and active leadership on health and safety management: establishing health and safety objectives and ensuring effective risk control and monitoring of health and safety performance,
- Establish effective communication systems and arrangements for health and safety, integrating a sound health and safety management approach with strategic planning processes and decision making,
- Ensure, through a robust system of performance monitoring and audit review, that the University is complying with current health and safety legislation and, where reasonably practicable, aim to achieve higher standards and continual improvement in safety performance,
- Provide appropriate training, information, instruction and supervision to secure the competence of all staff and students,
- Adopt a collaborative approach between Trade Unions, staff Safety Representatives, and University management on health and safety issues,
- Allocate adequate resources to manage health and safety at all levels,
- Ensure that the University has access to competent specialist advice for health and safety.

The University also expects all staff and students to show high standards with regard to health and safety. All staff should be aware that they have statutory duties to take reasonable care for their own safety and the safety of others who may be affected by their actions, and that they must cooperate with the University's arrangements for Health and Safety.

The Safety Policy and Procedures & Emergency Procedures can be found at:

<https://www.stir.ac.uk/media/stirling/global-assets/documents/forms/emergency-procedure-v1.4-oct-2017.pdf>

SECTION 9 – STUDENT PARTICIPATION AND FEEDBACK

The University aims to ensure that students have a voice at all stages of the decision-making process, that they have direct input in formulating learning and teaching policy and practice, and that their views are the primary evidence on which the quality of learning and teaching is assessed.

Full details are available at: <https://www.stir.ac.uk/about/faculties-and-services/academic-registry/academic-policy-and-practice/quality-handbook/student-participation-and-feedback/>

9.1 Student Questionnaires

At the end of teaching each semester, students are asked to complete Module Feedback Questionnaire (MFQ) Forms concerning the structure, teaching, and resource provision of modules. Module Co-ordinators have access to the responses on an anonymous basis. These questionnaires are extremely important and every student is urged to complete them as fully as possible. They are the most immediate and authoritative record of how the module has gone and an opportunity for students to directly influence the future shape of the Faculty's modules; each Division/Centre depends upon them to modify, revise and improve its teaching. Reports are made on the questionnaires received for each module, and their findings are presented to the Module Co-ordinator and Director of Learning & Teaching, where they are discussed and action taken where required.

Some Divisions/Centres will ask for these questionnaires to be completed on-line, and some may distribute a hard copy.

9.2 Student/Staff Feedback Committee

Being a Module Representative is a great opportunity to help shape your course and your learning experience. Module Representatives are invited to attend Student-Staff Feedback Committees to discuss what is working well and what could be improved within the module. Module Representatives also actively engage with their fellow students seeking out issues and presenting these to the Students' Union and the division for solutions.

The Student/Staff Feedback Committee for the Division meets twice per semester. The Feedback Committee keeps all programmes for the Division under review. Over the years students have made a significant contribution both to the design and operation of programmes and modules. Student feedback is sought each time a module is offered, and a summary of this feedback features on the Student/Staff Feedback Committee pages.

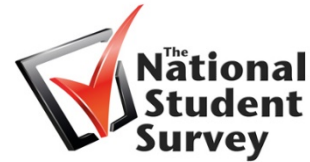
More information on the Module Representative role can be found [here](#):

9.3 Learning and Teaching Review

Each Division/Centre will be subject to an external Learning and Teaching Review every four to five years. The Learning and Teaching Review Process engages with the Student/Staff Feedback Committee as a method of obtaining student feedback.

9.4 The National Student Survey (NSS)

The annual National Student Survey allows the University to collect data on the level of student satisfaction across a range of areas.



Final year undergraduate students and part-time undergraduates in their fourth year of study due to complete their programme of study are invited to complete the survey.

9.5 Graduate Outcomes

It is important for us to know the career destinations of our graduates. About 15 months after graduation, you will be contacted to complete the Graduate Outcomes Survey. This is a national survey capturing information about what you've done since university, and will help future students gain an insight into possible career destinations. Your responses will also help us to evaluate and promote our courses. You will receive a link to the survey via email, or you may be contacted by phone. It is therefore important that we have your correct contact details after you leave University, so don't forget to 'keep in touch' with us via the [Alumni page](#).



SECTION 10 – SOURCES OF ACADEMIC AND TECHNICAL SUPPORT

10.1 Personal Tutors

The role of a Personal Tutor is to help students feel part of the University community. They are a specific and consistent source of guidance, information and support for students throughout their studies. The Personal Tutor should be the student's first formal point of contact for general academic guidance and pastoral support.

Full details can be found at: <http://www.stir.ac.uk/campus-life/learning-support/personal-tutor/>

10.2 Adviser of Studies Scheme

Faculty Advisory teams will provide students with academic advice which will assist them in making choices about a programme of study that is best suited to their intentions and their possible future careers. Advisers can also help students e.g. in making a case for admission to Honours, or providing advice on study skills (referring students to Student Learning Services, if appropriate). In other cases, particularly those involving personal difficulties, the Adviser can inform the student how this might affect their programme of studies. In addition to the Personal Tutor role, the Adviser can inform the student about the other specialist agencies and services that exist.

Advisers of Studies have two main tasks:

- To provide more in depth advice on the academic options available to students.
- To provide expert advice on academic regulations.

Full details can be found at: <https://www.stir.ac.uk/about/faculties-and-services/academic-registry/adviser-of-studies-scheme/>

The Division has a Computing Science Advising team which is led by Ms Kate Howie (kate.howie@stir.ac.uk).

The team is:

First Year: Dr Simon Jones (simon.jones@stir.ac.uk)
Second Year: Prof. Carron Shankland (carron.shankland@stir.ac.uk)
Third Year: Dr David Cairns (david.cairns@stir.ac.uk)
Fourth Year: Prof Bruce Graham (bruce.graham@stir.ac.uk)

10.3 Dealing with Problems

For problems involving your degree structure, such as changes of course, you should first go to see a member of the Division's Student Advisory Team listed above. Academic problems involving Computing Science are probably best assisted by the Division's staff. The Head of Division is also available to help with problems that cannot be solved more directly. If you need help with a particular module you should approach your tutor or the module co-ordinator.

If you have a problem that is affecting your studies, please let us know as soon as possible. If you wait to tell us, it may be too late for us to compensate you for your difficulties. If you have a good reason, we can consider extending deadlines for assignments, etc. If you fall ill, it is important to get a medical certificate or other evidence. You must promptly notify the Registrar's Office and your module co-ordinator of any reasons for absence or for failure to undertake assignments or examinations. If you are unable to sit an examination you *must* inform the Chief Examiner (Dr Savi Maharaj) about the problem and apply for a deferred exam (See section 3.5 below.) We can make allowances for problems at our examiners' meetings - *but only if you tell us in advance.*

Each team within Student Administration has a generic email box and contact number to which queries can be sent to:

| | | |
|-----------------------------|--------------------------------------------------------------------------------------------------------|----------|
| Enrolment and Records Team: | records.office@stir.ac.uk | ext 6654 |
| Student Programmes Team: | studentprogrammes@stir.ac.uk | ext 6685 |
| Tuition Fees: | smro.tuitionfees@stir.ac.uk | ext 6686 |
| Graduation Team: | SMRO.graduation@stir.ac.uk | ext 7054 |
| Student Information: | studentinformationandsystems@stir.ac.uk | ext 6809 |
| Student Administration: | StudentAdministrationResearch@stir.ac.uk | ext 7032 |
| Examinations Office: | examsoffice@stir.ac.uk | ext 7023 |

10.4 Student Services Hub

The Student Services Hub brings together many of the University of Stirling's key services together in one easily accessible place and is located in 2A1.

They can help you with enquiries relating to:

- Emotional Wellbeing
- Accessibility and Inclusion Support
- Support with Money Issues
- Academic Registry
- Careers and Employability Service
- Income Office
- Student Learning Services
- Spiritual Support at the University

You can call them on + 44 (0) 1786 466022, in room 2A1 by the Queens Court entrance or you can e-mail them at: ask@stir.ac.uk.

Further details can be found at: <https://www.stir.ac.uk/student-life/support-wellbeing/>

10.5 Student Programmes

Student Programmes are responsible for academic registration of undergraduate and postgraduate taught students and all matters relating to students' engagement with their academic programmes. Their main functions include:

- Preparation of the UG and PGT volumes of the University Calendar
- Academic registration of students - online module registration
- Recording students' academic achievement
- Monitoring students' academic progression
- All matters relating to administration and progression of postgraduate research students
- Matters relating to students on collaborative programmes with partner institutions
- Academic awards

You can call them on + 44 (0) 1786 466022 or you can e-mail them at: studentprogrammes@stir.ac.uk

Further details can be found at: <http://www.stir.ac.uk/registry/studentinformation/studentprogrammeinformation/>

10.6 Complaints / Appeals

If you are considering making an appeal, you should first read the University's policy on Appeals available at:

<https://www.stir.ac.uk/about/faculties-and-services/academic-registry/academic-policy-and-practice/quality-handbook/student-academic-appeals-and-complaints/>

10.7 Information Services (Library and Study Spaces)

10.7.1 Using the University Library

Details of opening hours, membership, fines, borrowing limits etc. can be found at: <https://www.stir.ac.uk/internal-students/information-services-and-library/>

10.7.2 Using the Library Catalogue

The library catalogue lists all the books, reports and journals available to you. The catalogue will tell you: if the library has the item you want, where it is located and whether it is available. There is a link from the Portal to the catalogue, or you can go to <http://libcat.stir.ac.uk/>.

10.7.3 My Library Record

My Library Record is the section within the Library catalogue that contains your unique Library information - you can use it to check what books you have out on loan and on hold, the items you have booked from Short Loan Collection, your reading history and details of the books you have rated. From here you can also renew your books and search the catalogue to place holds. Details can be found at: <https://libcat.stir.ac.uk/patroninfo>.

10.7.4 Academic Subject Research Guides

Research Guides, by subject, can be found at: <http://libguides.stir.ac.uk/home>.

10.7.5 A-Z Online Resources

Looking for high quality journal articles and other types of information? Use the databases found at: <http://libguides.stir.ac.uk/az>

10.7.6 e-Journal Gateway

An alphabetical list of all our electronic journals can be found at: <http://kf8ez4ep3d.search.serialssolutions.com/>

10.7.7 Stirgate

Search multiple electronic library resources simultaneously at: <http://ezproxy.stir.ac.uk/login?url=http://search.ebscohost.com/login.aspx?authtype=ip,uid&profile=eds>

10.7.8 STORRE

Access our digital repository of research publications by Stirling staff and students at: <https://dspace.stir.ac.uk/>

10.7.9 How to find...

Learn how to find books, journal articles, journals and thesis at: <https://www.stir.ac.uk/internal-students/information-services-and-library/library/how-to-find/>

10.7.10 Document Delivery Service

The Document Delivery network allows Stirling University to borrow items from other libraries in the UK and abroad which are not available in Stirling University Libraries. Details can be found at:

<https://www.stir.ac.uk/internal-students/information-services-and-library/library/document-delivery-service/>

10.7.11 Archives and Special Collections

Information on the special collections and archives held at Stirling can be found at:

<http://libguides.stir.ac.uk/archives>

10.7.12 Study Space

The Library has a variety of study facilities including Group Study Rooms (which are bookable); Individual study desks; open study areas; study desks with PCs.

Zoning

The Library is zoned to create different types of study environment for students. Please respect the rights of others to study in the zone of their choice by sticking to the rules for each zone:

Group Study Rooms

The library has 10 group study rooms for students to work in groups collaboratively. All of them have full AV facilities so you can practice presentations, work on group projects, etc. All are furnished and set up for group discussions. All our group study rooms can be booked online or at the panel outside each room. See the [Library floorplan](#) for the locations of the study rooms.

More information on the types of study space, zoning or how to make a booking can be found at: <http://www.stir.ac.uk/is/student/library/about/studyspace/>.

24/7 Library Study Zone

The 24/7 Study Zone is the area adjacent to the Library to the right of the Library entrance. It has approximately 193 study spaces in a variety of different furniture styles. The same zoning rules as Level 2 (above) apply to this area. The Study Zone is open 24/7 so provides around the clock study space in a central location on campus.

The furniture layouts will be suitable for individual and also group study to complement the existing group study rooms in the Library building.

There are also two colour printer/copiers in the area which can do standard black printing as well as colour jobs and scanning.

More information can be found at:

<https://www.stir.ac.uk/internal-students/information-services-and-library/library/about-the-library/study-space/#>



10.7.13 Getting help

If you need any assistance with finding library materials or searching for information please ask a member of library staff.

10.8 Computing Science & Mathematics: Room Bookings

The Division are able to make 4B96 available as a meeting room for group work. If you wish to use this room, please contact Gemma in the 4B112 to arrange a booking.

10.9 Information Services (IT Services including Training)

10.9.1 IT Services

All information available at: <https://www.stir.ac.uk/internal-students/information-services-and-library/>

Telephone: 01786 467250 / E-mail: information.centre@stir.ac.uk

10.9.2 Network Account

Prior to starting your programme you will have already been sent information on how to “discover” your University computer account. This account is required before you can complete “online enrolment and registration” if you have yet to do this instructions for the discovery process are available from: <https://www.stir.ac.uk/internal-students/information-services-and-library/it-services/your-computer-account/your-network-account/>

10.9.3 Email

All students have a University of Stirling email account which you logon to via the University Portal. You must regularly check your email account as the University will use it to contact you. Your email address takes the form yourusername@students.stir.ac.uk.

More info at: <https://www.stir.ac.uk/internal-students/information-services-and-library/it-services/email/>

10.9.4 Mobile Phones and Tablets

Information on setting up your mobile phone or tablet device (including how to set up your student email, useful apps and connecting to the University network) can be accessed [here](#).

10.9.5 Connecting your PC to the University Network

Information on setting up your PC to the University network can be accessed [here](#).

10.9.6 Non-Smart Devices/Games Consoles

The University of Stirling has undertaken a massive expansion of the Wifi network, Eduroam, to cover the whole of the Stirling campus, including the residences. Students will be able to connect their non-smart devices such as games consoles, Chromecast etc. to the Wi-Fi network. More information, including how to register, is available via:

<https://www.stir.ac.uk/internal-students/information-services-and-library/it-services/connect-your-device-to-our-network/games-consoles/>



10.9.7 Computing Labs

The University has a large number of computing laboratories, many of which are available to students 24 hours a day. Students at Stirling have their own email accounts and file storage on the University Network. The Information Centre in the Library provides help and advice to students. More info at: <https://www.stir.ac.uk/internal-students/information-services-and-library/it-services/computer-labs/>.

10.9.8 Home folders

As a registered student, you have access to your own private space on the network. In this space, known as a home folder, you can save your work. The advantage of using a home folder is that you can access it from any Computing Lab in the University, because it is stored centrally on a server. It is also possible to access your home folder from off campus. More info at: <https://www.stir.ac.uk/internal-students/information-services-and-library/it-services/your-computer-account/home-folder/>.

10.9.9 Stay Safe Online (Security)

Information on how to protect yourself against computer viruses and other malicious software can be found at: <https://www.stir.ac.uk/internal-students/information-services-and-library/it-services/viruses-phishing-and-malware/>.

10.9.10 Guide to Buying IT

Information Services has arranged for Stirling University to take part in the UCISA National HE Laptop Agreement. This means that staff and students can buy high quality laptops at discounted prices. More info at: <https://www.stir.ac.uk/internal-students/information-services-and-library/it-services/purchasing-advice/>

10.9.11 Software Guides & Training

Details on how to install and use the IT applications used at the University of Stirling can be found at: <https://www.stir.ac.uk/internal-students/information-services-and-library/it-services/software-guides-and-training/>.

10.9.12 Off Campus Access

Many key IT and Library services are available off campus. More info at:
<https://www.stir.ac.uk/internal-students/information-services-and-library/it-services/connect-your-device-to-our-network/off-campus/>

10.9.13 IT Resources at Risk Periods

Information Services acknowledge that users of IT resources in the University may wish to use systems and services at any time of the day or night, 365 days of the year. However, due to the need to replace equipment or upgrade software from time to time, in order to keep systems running, resolve problems, or improve services, there will be times when services are temporarily withdrawn.

When work is planned in advance and a large number of users will be affected, IS will normally advise users of the downtime they can expect (what service[s] will be affected, when, and for how long) via IS Service Messages, ISSUE, and the IS website. However, there are occasions when the work has to be done as a matter of urgency, it is difficult to identify which users will be affected, or the impact of the downtime is small. The work will then be done during an At Risk period, without advance warning to users. **The At Risk periods are:** Monday - Friday 07:30 - 08:30 & Sunday 08:00 - 13:00.

10.10 Printing

Printing in the labs and photocopying in the Library is managed via the same system. All staff and students have a print account attached to their network account. The print account is debited whenever any printing or photocopying is done. More info at:
<https://www.stir.ac.uk/internal-students/information-services-and-library/it-services/printing-and-photocopying/>

Please note that free printing is available for Computing Science students who are logged in within our dedicated labs (4X5, 4X8 and 4B89). Print jobs within these labs are sent to local printers in the labs rather than to the central printing service.

10.11 Audio Recording Policy

Students may make audio-recording of all lectures, tutorials, seminars, practical sessions and workshops delivered as part of the University's taught programmes of study, provided that:

- the recording is done in an unobtrusive manner which does not inconvenience the lecturer or fellow students (e.g. a tape or mini disk of sufficient length should be used);
- the recording is used only for the purposes of private study by students of the University of Stirling; it is a disciplinary offence to use the material for any other purpose. All Intellectual Property Rights in the recording remain with the University.

It is the responsibility of the relevant staff in academic Faculties to ensure that visiting speakers are informed of this policy.

The terms of this Regulation form part of the contract between the University and its students. Students assent to it on registration.

Full details can be found at: <https://www.stir.ac.uk/about/faculties-and-services/academic-registry/academic-policy-and-practice/quality-handbook/learning-support/#seven>

SECTION 11 – SOURCES OF PERSONAL SUPPORT AND INFORMATION

11.1 STEER – Student Peer Support Scheme

STEER is a University-wide Student Peer Support Scheme which is hosted by the Students' Union. The scheme links returning student "Captains" with new undergraduate or taught post-graduate "Crew" during their first year at Stirling. It aims to help students make the most of their time at the University, help new students - the Crew - settle in and realise the opportunities available to them.

Students can sign up as Crew at any time during their first year, but we encourage applications as early as possible so you can make the most of your Captain's experience! All Captains are volunteers who are recruited, trained and supported by the Students' Union. In fact, many Captains were once Crew themselves!

If you need some guidance and support to ensure that you settle into Stirling University as well as possible then sign up today by contacting Elaine Shepherd (Activities & Volunteer Coordinator) on: steer@stir.ac.uk.

For further information on STEER please see:

<https://www.stirlingstudentsunion.com/representation/studentsupport/steer/>.

11.2 Personal Tutors

The role of a Personal Tutor is to help students feel part of the University community. They are a specific and consistent source of guidance, information and support for students throughout their studies. The tutor should be the student's first formal point of contact for general academic guidance and pastoral support.

More detailed information on the role of Personal Tutor can be found at:

<https://www.stir.ac.uk/about/faculties-and-services/academic-registry/personal-tutor-scheme/>

11.3 Student Employability in Computing Science

Stirling is ranked 2nd in Scotland and 14th in the UK for graduate employability with 97.1% of our graduates in employment, or further study, within six months of graduating. (HESA, 2018). Additionally, the University has achieved a 5-star excellence award for Employability. (QS Stars, 2018)

At Stirling we consider employability as "A set of achievements - skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy"

Undergraduates from the CSM Division typically have high levels (80-90%) of employment into professional destinations reflecting labour market demands and the fact that Computing Science has excellent contacts with businesses who support our teaching, research and placement activities.

Why being employable is so important?

Securing a job after you graduate is not straightforward, having a degree is simply the first tick in the box for graduate employers. Recruiters are looking for a wide set of skills and for individuals who have gone the 'extra mile', 'joined in', have proven that they are enthusiastic learners, can work effectively both individually and as part of a team.

Getting your dream job...take action now!

Many students tend not to start thinking about what they want to do when they graduate until they are at least half way through their studies – this is often too late. By then other students will have been busy developing their CV and evidencing their skills and attributes through summer internships, involvement in clubs and societies', relevant part-time work. Which graduate do you think employers are more likely to want to interview?

Employability in the Faculty of Natural Sciences

The Faculty has a dedicated Employability Manager, Eunice Atkins, who leads on the University's Employability [Strategy](#) and works with staff and students to help enhance employability in it's broadest sense. This is formally achieved through the Employability and Business Engagement Committee with Kate Howie and Peter Carlyle representing academics and students respectively in the Division. Every degree programme aspires to have a careers and employability session every semester that will help you in your journey. In addition, business engagement events are held to provide students with an insight into the world of work.

In addition to these opportunities, Eunice runs the FNS Career Mentoring Programme which runs annually from approx. Oct to April. This matches students to mentors from our alumni and relevant businesses. The programme aims to enhance students' employability and build mutually supportive relationships with the following objectives:

- to support the transition from university into work or further study;
- to enhance personal career awareness;
- to improve skills and attributes;
- to enhance student understanding of the world of work.

In addition to the Student Bulletin, the Facebook Page "Be Job Ready, Faculty of Natural Sciences, University of Stirling" posts information on a broad range of opportunities to help enhance skills and attributes. Please "like" the page to get posts:
<https://www.facebook.com/be.job.ready>

Contact Details:

Eunice Email eunice.atkins@stir.ac.uk Office: Cottrell 4B102.

Kate: Email kate.howie@stir.ac.uk

Peter: Email pec00022@students.stir.ac.uk

11.4 Careers & Employability Service

How the Careers & Employability Service (CES) can help

The Careers & Employability Service team, part of the Student Hub, supports students no matter what stage they are at in their career planning journey. It provides a variety of resources which enable students to make informed career decisions, to pursue their goals effectively and to develop lifelong career management skills. Each semester CES advertises a range of workshops and events.

They have a fulltime careers and employability consultant who offers specific to students in the Faculty of Natural Sciences.

If you need one-to-one careers guidance advice, have a CV to be checked, or would like to practice for a forthcoming job interview, psychometric questionnaires and practice aptitude tests then contact the team to make an appointment. Their website offers lots of useful career information where appointments can also be booked e.g. work experience and volunteering, finding and applying for jobs and further study. See:

<https://www.stir.ac.uk/student-life/careers-employability-service/>

You can also ask questions through the Student Hub: ask@stir.ac.uk

Careers Information

There is a variety of resources with the latest information and developments available. These are updated on a regular basis and can be found on the library system, CES or online and include.

- Leaflets on a range of topics from self-employment to finding work in Scotland
- Take away information e.g. employer directories and magazines
- Facebook and Twitter

It is never too early to think about the future post-graduation and there are a variety of ways students can access Careers Education:

Finding Part-time Work/Internships/Graduate Vacancies

Working part-time during your studies has many advantages – extra cash, a chance to develop employability skills that will look great on your CV, networking opportunities and invaluable work experience. However, you do have to consider the impact working may have on your studies and ensure that you are doing a manageable number of hours that fit around your academic commitments.

An internship is an excellent way in which to gain relevant experience in an area of work that you are perhaps considering for a future career.

Our online vacancy system (TargetConnect) has part-time, internship, voluntary and graduate opportunities. You are automatically registered as a Stirling student. All you need to do is visit <https://stirling.targetconnect.net/home.html>, and set a password to be able to access thousands of vacancies.

Keep up to date with what's going on via social media:

Twitter: [@StirUniCareers](https://twitter.com/StirUniCareers)

Facebook: <https://www.facebook.com/StirlingUniCareers/>

11.5 General Student Services Contacts

Full details can be found at: <https://www.stir.ac.uk/student-life/support-wellbeing/>

Please note that some services are available only by logging onto the student portal - e.g. self-certification for absence, notification of change of address.

Main enquiry points for students at the Stirling Campus:

| Service | Room: | Tel: | Email: | Opening Hours: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------|----------------------------------------------------|-----------------------------------------------------------------------|
| Student Services Hub: | 2A1, Cottrell | 6022 | ask@stir.ac.uk | Mon, Wed, Thu, Fri: 09:00 - 17:00 Tue: 10:00 - 17:00 |
| <i>Administrative registry</i> <i>Careers & Employability</i> <i>Student Learning Services</i> <i>Student Support Services</i> <i>Income Office Student</i> | | | | |
| Residential Services | Willow | | | |
| <i>Student Accommodation</i> | Court | 7060 | | |
| Information Services | Library | | | |
| <i>Library and Computing services</i> | Building | 7250 | | Monday – Friday 08:45 - 20:00 Saturday/ Sunday 11:00 - 17:00 |
| <i>(Opening hours vary out with semester, please check https://www.stir.ac.uk/about/faculties-and-services/information-services-and-library/information-centre/ for details)</i> | | | | |
| Car Parking Office | 422 Cottrell | 6065 | | |
| <i>Parking permits</i> | | | | |

To telephone these offices from outside the University, prefix the extension number with **01786 46**

11.6 Students' Union

So what does the union do?

Your Union isn't just the building with a bar, Starbucks and curly fries (although they are delicious!). The Union is here to represent you to the University, locally, nationally and beyond to enhance the student experience. Our vision is to make Students' Lives Better and this encompasses everything from the clubs, societies and sports teams we support, to the facilities we offer, the campaigns we run and by ensuring developments in academic provision to meet student demand. We have almost everything you'll ever need when you're here at University. We are here for all students whether they be, undergraduates, postgraduates, international students, full time or part time. This is Your Union and we want you to be involved.



We are your voice

The Union is here to represent you and to make sure that you get the most out of University. With a team of full and part-time Student Officers supported by a dedicated staff team, we work with academic faculties and University management to support Module and Faculty Officers, taking your views to the people that make the decisions. The Union is always there to fight your corner and support you. So don't be afraid to turn up at the office with a problem or idea. We are there to help you find a solution and support you as best we can. <https://www.stirlingstudentsunion.com/representation/>

We are your support

University can be the best of times for people, but this is not always true. Sometimes things can go wrong and it's not so easy anymore, but don't fear, that's what the Union is there for, and if we can't help there and then, we certainly will know where to find the help you need. Sometimes life at University can appear daunting, but you're not alone. So whether you have a problem with your studies or just need some friendly information, we are always there to help. We offer a host of Volunteering opportunities including with our Green and Blue Space focusing on sustainability so there is always something to get involved with. <https://www.stirlingstudentsunion.com/representation/studentssupport/>

We are your clubs

The best way to get to know new people is by joining a club or society. There are loads of different clubs and societies to choose from and at a very affordable rate too. We have everything from the Wizarding Society, Drama, Musical and Business Club. There will be something for you when you're back from a hard day at lectures. With over 70 Clubs, be sure to check out the Union's website for a full list of current clubs and how you can join. If you want to start a new club we can help with that as well!

<https://www.stirlingstudentsunion.com/clubsocieties/>



We are your Sports Union

Stirling is the Scottish University for Sporting Excellence and we have over 50 sports clubs ranging from the traditional football, tennis and rugby to the



more extreme such as skydiving, snow sports and Ultimate Frisbee. Whether you're a performance athlete or just interested in some sport for fun, we have loads of opportunities for everybody to get involved. More information can be found on the Union website.

<https://www.stirlingstudentsunion.com/sportsunion/>

We are your favourite campus hang-out!

The Union on top of all the amazing stuff outlined above also has several bar and catering outlets. These include Studio, which provides great food and drink options throughout the day and night, Underground, our Starbucks Coffee shop and Venue our multi-purpose day-time catering outlet which turns into an event space at night. With regular events in Studio and beyond and every possible type of music, you'll never want to leave. And if you get hungry we have some of the best food on campus and at the lowest prices, so you'll never go without a meal. Make sure to check it all out during Freshers week when we've got some of the biggest nights of the year taking place.

Lastly we are your Students' Union...

...without you we wouldn't be a very good one at that. We are always there to help make sure you have the best time here at Stirling. So drop by, say hello, grab a bite to eat because we are your Union and you are what makes us one of the best things here at Stirling!

Stay Social!

Keep up to date with the latest that's taking place in the Union by joining us online:

Facebook: www.facebook.com/stirlingstudentsunion

Twitter: @stirlingunion

Instagram: @stirlingunion

Union website: www.stirlingstudentsunion.com

11.7 International Students

The University of Stirling offer a range of programmes, specifically designed for international students to equip them with the English language, study skills and academic knowledge required to succeed in undergraduate and postgraduate degrees at the University.

Full details can be found at:

www.stir.ac.uk/international/international-students/pathway-programmes/about-into/

11.8 Tier 4 Visa Students

If you are in receipt of a Tier 4 Visa then it is essential that you comply with the UK immigration regulations during your stay in the UK. Following your enrolment you would have been sent an email to your University email account which lists your immigration responsibilities. You should familiarise yourself with these responsibilities as you will be withdrawn from the University and reported to the UK Border Agency should you fail to comply with them.

Students are not permitted to be absent from their studies without the authorisation of the University. The normal expectation is that students on Tier 4 Visas will remain at the University for the duration of their studies, including the dissertation period. If you wish to return home early or to conduct dissertation fieldwork away from the University for a period of more than 14 days then you will need to get permission from the Programme Director and then complete a 'Fieldwork and Other Leave Form' or a 'Change of Study Location Form', both forms are available at the link below:

<https://www.stir.ac.uk/about/faculties-and-services/academic-registry/student-information/visas-and-immigration/field-work-annual-leave-and-change-of-study-location/#>

You should make Email contact with internationaladvisor@stir.ac.uk should you have any questions regarding your Tier 4 responsibilities or other matters relating to your Tier 4 visa.

11.9 Tier 4 Re-registration Events

To ensure the University meets the **Home Office (Visas and Immigration)** statutory requirements as a sponsor of Tier 4 students and its responsibilities in accordance with its Sponsor status, students are required to attend re-registration when requested by the University.

The re-registration points are at the start of the Spring semester for all taught students with Tier 4 visas with an additional point early in July for those undertaking a summer module.

For information on the dates of re-registration events, what to bring etc., can be found at: <https://www.stir.ac.uk/about/faculties-and-services/academic-registry/student-information/visas-and-immigration/re-registration/>

11.10 Police Registration

All students, who's visa includes the words "register with police within 7 days" or "police registration within 7 days" or similar, should register with Police Scotland as soon as possible. Details of what you will need when you register can be found at:

www.stir.ac.uk/about/faculties-and-services/academic-registry/student-information/visas-and-immigration/police-registration/

11.11 Student Support Services

Student Support Services provides much of the non-academic support that students might require whilst they are studying here at Stirling. They offer a wide range of support, information and specialist services, all of which are designed to enhance the student experience, and are the first port of call should students be looking to maximise their potential and make the most of their student experience. All of these services can be accessed through the new Student Services Hub which is located in 2A1 in the Cottrell Building. Just email ask@stir.ac.uk for more information.

Some of the support we provide includes:

- **Emotional Wellbeing**
Professional advice, mental health support and counselling services can be found at: <https://www.stir.ac.uk/student-life/support-wellbeing/student-support-services/emotional-wellbeing/>
- **Money Support**
Money advice and support with budgeting, including details about the Discretionary and Assistance Funds are explained in full at: <https://www.stir.ac.uk/student-life/support-wellbeing/student-support-services/money-support/>
- **Accessibility and Inclusion Service**
The Accessibility and Inclusion team are committed to offering a service which is welcoming and supportive of the needs of all students. Their service takes into account the full range of needs of students in a wide variety of circumstances including;
 - Physical and mobility difficulties
 - Sensory impairments
 - Specific learning difficulties including dyslexia and autistic spectrum disorder
 - Medical conditions
 - Mental health difficulties
 - Short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery

Full details can be found at:

<https://www.stir.ac.uk/student-life/support-wellbeing/student-support-services/accessibility-and-inclusion/>

- **Chaplaincy**
The Chaplaincy is a friendly, welcoming place, open to students and staff of all faiths and none. Information about the Centre can be found at:

<https://www.stir.ac.uk/student-life/support-wellbeing/student-support-services/chaplaincy/>

- **Advice for those Thinking about leaving**
Many students run into difficulties at some stage in their degree, but there are lots of people at the University who can help. Find out what help and support is available at:
<https://www.stir.ac.uk/internal-students/student-support/thinking-about-leaving/>
- For all other support related questions just email Ask@stir.ac.uk or pop into 2A1, Cottrell to speak to our Student Services Hub Team.

Full details can be found at: <https://www.stir.ac.uk/internal-students/student-support/>

11.12 Student Learning Services

Student Learning Services (SLS) work in partnership with students and staff to provide high-quality guidance and information on all aspects of learning. The aim of the service is to enable students to make the most of their academic studies and become independent, successful learners during their time at the University of Stirling. This is facilitated through collaborative work with staff and by offering a variety of learning opportunities to students.

Full details can be found at:

<https://www.stir.ac.uk/internal-students/student-learning-services/>

11.13 English Language Support

INTO University of Stirling offers a range of comprehensive English language courses designed to help you develop the independence, language skills and cultural awareness you'll need to establish academic success in the UK.

More information is available here: <https://www.stir.ac.uk/international/international-students/student-support/in-session/english-courses/>

11.14 Equality and Diversity

The University of Stirling and the University of Stirling Students' Union believes in equality for all.

What is equality?

Equality is ensuring individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation, age and any other relevant protected characteristic.

What is diversity?

Diversity aims to recognise, respect and value people's differences to contribute and realise their full potential by promoting an inclusive culture for all staff and students.

At the University of Stirling we are committed to promoting equality and diversity so that all staff, students and visitors to the University can be confident that they will be treated with dignity and respect.

Equality and Diversity at the University of Stirling

We do not tolerate harassment, victimisation or unjustified discrimination on any of the grounds mentioned above. We aim to maintain a culture inclusive of all sections of society which is free from discrimination and unfair treatment.

Equality and diversity is promoted through a variety of initiatives, e.g. Equality Champions within each school, the establishment of an Equality Action Forum to drive forward the University's equality activities and raise awareness of best practice and support in equality matters, a planned 'One Stirling' Campaign currently under development in collaboration with the Students' Union.

All staff, students, visitors and organisations with which the University has a contractual arrangement are expected to abide by and demonstrate the principles of respect, equality and inclusion, to comply with the University's equality policy, and not to be party to situations which could lead to discrimination, bullying, harassment or victimisation.

Gender Action Plan

The University of Stirling published its Gender Action Plan on 14 July 2017, in line with guidance from the Scottish Funding Council.

The Action Plan sets out the institutions commitment to equality and diversity and a range of actions being undertaken to support the gender equality objectives.

The University's full equality and diversity policy is available at:

<https://www.stir.ac.uk/about/faculties-and-services/policy-and-planning/equality-and-diversity/>

Advice and guidance can be available at:

<https://www.stir.ac.uk/about/faculties-and-services/policy-and-planning/equality-and-diversity/advice-and-guidance/>