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## **Department of Computer and Information Sciences**

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**PGT Student Handbook**

**Academic Year 2022/23**

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## 1. Introduction

I'm delighted to be able to welcome you to postgraduate study within the Department of Computer and Information Sciences at the University of Strathclyde. This *Handbook* provides you with essential information to help you to progress successfully through your respective postgraduate course within our department. It tells you about: administrative procedures; how to approach study and learning; services available to you from the university as a whole; and lists key University resources and policies. We recommend that you familiarise yourself with the content of this *Handbook*.

It is also important that you are aware of, and where necessary utilise, the various support structures, which are in place for your benefit. Our role is to provide you with an environment in which you can demonstrate your capabilities to the full and, like you, we are only interested in success. The course team will help you with administrative matters and will provide you with general advice and counselling throughout your studies. This may range from advice about graduation day, to discussing a personal problem, which might impact on your studies.

I look forward to congratulating you on graduation day.

A handwritten signature in black ink, appearing to read 'Neil Ghani'.

**Professor Neil Ghani**

Head of Department

Department of Computer and Information Sciences

## **2. Course Curricula, Timetables and Assessment**

## 2.1 Course Curricula

The curriculum for each course, including class descriptors, which specify aims, learning outcomes, syllabus and methods of assessment, are provided on the local teaching pages at:

<https://local.cis.strath.ac.uk/wp/teaching/postgraduate/>

Course curricula are governed by *University Regulations* and cannot be altered. They are specified within the *University Calendar*, which can be downloaded at:

<https://www.strath.ac.uk/studywithus/academicregulations>

## 2.2 Timetables

The University timetable, which adheres to a standard two-semester model, is governed by University Regulations and cannot be altered. Key dates are summarised below:

**Semester One**      **12 September 2022 – 06 January 2023**

- Welcome and Development Week: 12 September 2022 – 16 September 2022
- Teaching Block 1: 19 September 2022 – 2 December 2022
- Formal Assessment period: 5 December 2022 – 16 December 2022
- Christmas Holiday period: 19 December 2022 – 6 January 2023 (inclusive)

| Semester Two                          | 9 January 2023 - 19 May 2023     |
|---------------------------------------|----------------------------------|
| • Consolidation and Development Week: | 9 January 2023 – 15 January 2023 |
| • Teaching Block 2:                   | 16 January 2023 – 02 April 2023  |
| • Spring Holiday Period:              | 03 April 2023 – 14 April 2023    |
| • Formal Assessment period:           | 17 April 2023 – 19 May 2023      |

Resit Diet 26 July 2023 - 8 August 2023 (TBC)

The University is closed on the following dates:

- 26 September 2022
- 23 December 2022 – 03 January 2023 (inclusive)
- 07 April 2023 (Good Friday) and 10 April 2023 (Easter Monday)
- 01 May 2023
- 29 May 2023
- 14 July and 17 July 2023 (Glasgow Fair)

These dates are correct at the time of writing and are drawn from the *Calendar of Dates*, key dates are available at:

<https://www.strath.ac.uk/keydates/2022-23/>

We believe the above information provided is correct at date of publishing but may be subject to revision. You will be advised of any such changes by the Department.

Individual class timetables are available via the local teaching pages at:

<https://local.cis.strath.ac.uk/wp/teaching/postgraduate/timetable/>

When teaching is on campus, lectures are held in a number of different rooms throughout the campus and the main University buildings are indicated on the campus map, which can be found at:

<https://www.strath.ac.uk/maps/>

The following prefixes will be used on the timetables to indicate the building where a lecture or laboratory will be held:

|    |   |
|----|---|
| AB | John Arbuthnott Building Robertson Wing |
| AT | Alexander Turnbull Building             |
| BH | Barony Hall                             |
| CL | Collins Building                        |
| CU | Curran Building                         |
| GH | Graham Hills Building                   |
| HD | Henry Dyer Building                     |
| HW | John Arbuthnott Building Hamnett Wing   |
| JA | John Anderson Building                  |
| JW | James Weir Building                     |
| LH | Lord Hope Building                      |
| LT | Livingstone Tower                       |
| MC | McCance Building                        |
| RC | Royal College Building                  |
| RT | Ramshorn Theatre                        |
| SB | Strathclyde Business School             |
| ST | Stenhouse Building                      |
| SU | Students' Union                         |
| TG | Thomas Graham Building                  |
| TL | Teaching and Learning Building          |
| UC | University Centre                       |
| WC | Wolfson Building                        |
| WD | Sir William Duncan Building             |

## **2.3 Assessment**

Courses are assessed by coursework and examinations. Students who obtain the necessary credits and meet the progression criteria will also undertake a dissertation. Students are reminded that any circumstances that have materially affected their ability to study, including participating in assessment, should be reported to Registry.

Notification and supporting evidence should be submitted through the *Personal Circumstances* section on *Pegasus*. It is also in your interests to contact your advisor of studies if you are having any problems, at any time, which could affect your performance during the session. We may also be able to direct you to an appropriate support service within the University. Any information that you provide will be treated as confidential.

### **2.3.1 Coursework**

Class lecturers who set the coursework will specify the aims, learning outcomes, marking criteria, the contribution to the mark for the class, the word length (where appropriate), and the submission date. Coursework will normally have a deadline set between midday and 10pm between Monday and Thursday. Lecturers will also provide a brief, which provides guidance on context, activities and scope (see Appendix 1 for an example). The lecturers will advise students of submission dates at the start of each class. You must include a word count for each piece of coursework that you submit; this should exclude the title page, table of contents, and (normally) references. You must keep to within 10% of the word length indicated in the coursework specification; any excess material will not be marked.

Your assignment should be submitted via the appropriate class page on *Myplace*, our Virtual Learning Environment:

<https://classes.myplace.strath.ac.uk/>

The class lecturer responsible for the coursework will create a submission link within each module page, which will normally be on the top of the page. Normally each submission will be automatically check for plagiarism by our *Turnitin* system. As *Myplace* is an online system, you can check that your submission has been uploaded. Marks for coursework will normally be released via *Myplace*. Coursework should **not** be submitted directly to class lecturers, any coursework submitted directly to class lecturers will be discarded and not marked. Any queries about specific pieces of coursework or submission details should be addressed to the class lecturer responsible for the assignment, and should be done in a timely manner prior to submission.

If you have a genuine reason for late submission of a piece of coursework, you must consult your class lecturer in advance of the deadline where possible. For 2022/23 the ability to request an extension within MyPlace has been activated, and this should be the mechanism used to make a request.

Penalties for late submission of coursework **without an approved extension** work on a sliding scale.

- Coursework that is submitted late but within 24 hours of the submission deadline, or approved extended submission deadline, will be subject to a 10-point deduction on the percentage mark being applied to the original mark.
- For each subsequent day, or part day, that coursework is submitted late until seven calendar days from the deadline, a penalty of 5-percentage point deduction per day or part day will be applied to the original mark. Therefore, the maximum number of percentage points that can be deducted for late submission is 40.
- A minimum mark of 50% will be applied to any late work of a pass standard that is submitted within the assessment submission window.

**Failure to submit is considered an attempt** unless there are mitigating circumstances supported by documented evidence.

**Coursework will not be accepted more than two weeks after the original submission date** and, in those instances, the Board of Examiners will normally recommend a resubmission as a second attempt. Failure to submit will also count as an attempt unless there are mitigating circumstances supported by documented evidence. Voluntary resubmission of coursework in an effort to improve the mark is not permitted.

**Table 1: PGT mark bands and description**

| Scale | Mark band | Description   |
|-------|-----------|---|
| 1     | 0-44%     | <p><b>Fail:</b></p> <ul style="list-style-type: none"><li>• Very poor analytical and interpretive skills.</li><li>• General lack of understanding of relevant concepts, applications and implications.</li><li>• Weak exercise of judgement and poor problem solving.</li><li>• Significant problems with effective communication.</li><li>• Presentation needs considerable attention in terms of style and editing.</li></ul> |
| 2     | 45-49%    | <p><b>Marginal fail:</b></p> <ul style="list-style-type: none"><li>• Analytical and interpretive skills lack incisiveness and clarity.</li><li>• Patchy understanding of key concepts, applications and implications.</li><li>• Judgement and problem-solving unconvincing and demonstrating vagueness.</li><li>• Presentation needs more attention in terms of style and editing.</li></ul>                                    |
| 3     | 50-59%    | <p><b>Award standard:</b></p> <ul style="list-style-type: none"><li>• Competent degree of analytical and interpretive skills, but requiring fuller development.</li><li>• Competent but not incisive understanding of key concepts, applications and implications.</li><li>• Judgement and problem solving uneven.</li><li>• Good presentation.</li></ul>   |
| 4     | 60-69%    | <p><b>Merit standard:</b></p> <ul style="list-style-type: none"><li>• High degree of analytical and interpretive skills.</li><li>• Good understanding of key concepts, applications and implications.</li><li>• Good judgement and problem solving.</li><li>• Very good presentation.</li></ul>   |
| 5     | 70+%      | <p><b>Distinction standard:</b></p> <ul style="list-style-type: none"><li>• Exceptional degree of analytical and interpretive skills with a high degree of originality.</li></ul>   |

|  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Comprehensive understanding of key concepts, applications and implications.</li> <li>• Professional and mature judgement and problem solving.</li> <li>• Excellent presentation.</li> </ul> |
|--|--|--|

The Department will retain all marked coursework but you will be given feedback along with your mark through Myplace which you should expect to receive no more than four working weeks (excluding holidays) after the submission date for the coursework (you will be notified of any delay in providing feedback). The Department utilises a scheme of generic descriptors for grades of work (see Table 1 above). If you wish you may arrange to see the lecturer who marked your submission for a fuller discussion of your marks. Quality assurance of marking is achieved through the moderation of marks by a second member of academic staff and the auditing procedures undertaken by the External Examiner.

### ***2.3.2 Examinations***

The date of all exam diets is governed by University Regulations and cannot be altered. Students should be available to attend both first and second diets and the resit diet if applicable.

First semester diet: 05 December 2022 – 16 December 2022 (inclusive)

Second semester diet: 17 April 2023 – 19 May 2023 (inclusive)

Resit diet: 26 July 2023 – 8 August 2023 (TBC)

(We believe the information provided is correct at date of publishing but may be subject to revision.)

Students whose native language is not English are permitted to use paper-based English/native language dictionaries in University examinations, except as detailed in regulation 4.2.2. These dictionaries will be subject to scrutiny by the invigilator in charge of each examination. Electronic dictionaries are not permitted in University examinations.

### ***2.3.3 Dissertations***

The MSc dissertation is undertaken (subject to successful progression) during the summer from May to August (to be advised). A dissertation is an individual piece of research undertaken by a student under the supervision of a member of the teaching staff. Research topics will be suggested by potential supervisors via Myplace at the start of the second semester, but a topic can also be suggested by a student for approval by a proposed supervisor. Students are expected to show independence and initiative, reflecting the fact that they are on the verge of obtaining what amounts to a professional qualification. They should not expect help from their supervisors with every problem encountered. Supervisors will, however, be much more sympathetic to problems that persist despite genuine effort by the student.

You should upload an electronic copy in Microsoft Word or PDF, via Turnitin, through Myplace. Students will be asked to confirm whether they would allow their dissertation to be included in an online archive. Dissertation guidelines will be available on the CS958 myplace page which will open at the start of 2023.

Failure to submit a dissertation on time is considered an attempt. A maximum of two attempts is permitted. Exceptionally, continuation of study may be granted if a student

has demonstrated satisfactory progress and/or has been affected by severe personal, psychological or medical problems. In order for continuation of studies to be considered a student must complete a *Request for Continuation of Studies* (see Appendix 3 for an example) and attach any supporting evidence. Continuation of studies will normally be approved only until the next Examination Board. If a further period of study is required a new *Request for Continuation of Studies* will have to be submitted. The maximum period of studies is three years from first registration. Should you decide not to undertake the dissertation you should complete a *Request to Transfer* and the Department will arrange for an award to be made based on your accumulated credits. If you do not submit a dissertation within two attempts the Department will arrange for an award to be made based on your accumulated credits, unless there are sufficient mitigating circumstances.

## **Software Development**

MSc in Software development dissertations should normally be 8,000 words (+/- 10%) in length, excluding title page, acknowledgements, table of contents, references and appendices. Students must undertake an application-based dissertation with a dedicated marking scheme, which will be distributed separately to all MSc in Software development students.

High-level dissertation topics will be suggested by potential supervisors via MyPlace at the start of the second semester. Students can self-suggest a topic (subject to approval by their supervisor) in the context of these high-level project descriptions provided by academic supervisors. The supervision model includes weekly drop-in lab sessions, with a total of two (2) hours per week per supervisor. Please note that the total of two (2) hours per week refers to each supervisor, i.e. not each student. It is up to supervisor to determine how these sessions should be organised (e.g. one-to-one brief meetings, group meetings on a per-supervisor and/or per-topic basis etc). Each supervisor will share these details at the start of the official dissertation period in May.

## **Artificial Intelligence and Applications**

Dissertations for AI with Applications should normally be 10,000 words (+/- 10%) in length, excluding title page, acknowledgements, table of contents, references and appendices. You should upload an electronic copy in PDF, via Turnitin, through Myplace. Students will be asked to confirm whether they would allow their dissertation to be included in an online archive. The project will be AI-application based, i.e. analysing, specifying, building and evaluating an AI-application or demonstrator, and forming recommendations and conclusions on the relative merits of the technologies involved and the methodologies used. Examples of previous dissertations and marking scheme are made available on MyPlace.

## **All other MSc Programmes**

Dissertations should normally be 15,000 words (+/- 10%) in length, excluding title page, acknowledgements, table of contents, references and appendices. There are 5 dissertation types which can be submitted and there are some restrictions on which types can be submitted by which cohorts. The supervision model is as follows: Students can arrange up to a maximum of 5 hours of meetings (no meeting shorter than 30 minutes) with their supervisors during their project. It is up to the student and supervisor to determine how these should be organised. Meetings might include: an initial meeting at the beginning of the project, ongoing meetings while the project is underway or a final meeting so that the supervisor can provide feedback on a draft of the dissertation.

Assuming students provide their supervisor with adequate time to read over draft chapters from their dissertation, supervisors will provide in depth feedback on one chapter and high-level feedback on a complete dissertation draft.

Dissertation guidelines will be available on the CS958 myplace page which will open at the start of 2023.

## **2.4 Boards of Examiners**

Normally two Boards of Examiners are held in each academic year to monitor progress and make recommendations regarding students to the Board of Study. The Board of Examiners consists of the Head of Department (or nominee), the External Examiner(s), Course Directors, and all staff who examine elements of the course. The Board's decisions are submitted to Registry and from there to the Board of Study for final ratification on behalf of Senate. Students will receive notification in writing from Registry of the Board's decision shortly afterwards, and will also be able to view their marks on *Pegasus*.

The first Board of Examiners is held around the end of May or beginning of June. This board reviews and confirms marks for the taught component of the course (semesters one and two) and also considers MSc dissertations, resits and resubmissions from previous student cohorts. The second Board of Examiners is held end in September and considers dissertations submitted for the award of Masters. Marks for resit examinations and resubmissions of coursework are also considered by this Board. If required a third board may be convened in January to consider late submissions of dissertations. Students may obtain a transcript of their final marks from the Faculty of Science Registry on payment of a small fee.

Any student who feels that his or her performance during the session or during the examinations has been impaired by medical, personal or psychological problems must inform the University as soon as you are aware of these circumstances, by recording them on *Pegasus* under '*Personal Circumstances*' and submitting a Personal Circumstances Form to Student Business with supporting evidence. You must notify Student Business within five working days of the latest affected exam/assessment or deadline.

At the time of writing, the External Examiners for the PGT courses are:

|  |   |
|--|---|
| Advanced Computer Science                | Dr Kevin Swingler, University of Stirling |
| ..... with Artificial Intelligence       | Dr Kevin Swingler, University of Stirling |
| ..... with Big Data                      | Dr Kevin Swingler, University of Stirling |
| Advanced Software Engineering            | Dr Kevin Swingler, University of Stirling |
| Artificial Intelligence and Applications | Dr Kevin Swingler, University of Stirling |
| Digital Health Systems                   | Dr Lucy Hederman, Trinity College Dublin  |
| Information and Library Studies          | Dr Dina Martzoukou, Robert Gordon Uni.    |
| Information Management                   | Dr Ingo Frommholz, Uni. of Wolverhampton  |
| Software Development                     | Dr Ingo Frommholz, Uni. of Wolverhampton  |

## 2.5 Decisions and Awards

The Board of Examiners makes their decision on the basis of student performance and the progress regulations appropriate to each course. The degree regulations are available from:

<https://www.strath.ac.uk/studywithus/academicregulations/computerinformationsciences/>

The Board of Examiners will consider the series of marks attained by each student and will make one of the following decisions:

**Award:** The student has satisfied the Board of Examiners in all aspects of their work and is eligible for the award of the degree specified.

**Resit:** The student is permitted the opportunity to resit a particular examination(s) within a specified length of time.

**Resubmit:** The student is permitted the opportunity to resubmit a piece of work for assessment within a specified length of time.

**Proceed to Masters:** The Board of Examiners recommends that the student should proceed to the Master's component of their course. The student is under no obligation to proceed and may elect instead to accept the award of Postgraduate Diploma.

**Award of Diploma/Certificate:** The Board of Examiners recommends that the student should be awarded a Diploma/Certificate and is not, therefore, eligible to proceed to Masters/Diploma.

**Withdraw:** In the view of the Board of Examiners the student would not benefit from further study within the University and must withdraw from the course.

There may also be decisions made which will not be specifically covered by any one of the above and may involve an individual letter.

The pass mark on all PGT taught classes and dissertation is 50%. The mark, which is used for determining a pass or fail is a single, composite mark which reflects the overall performance achieved across the coursework and examination by a student for that class. Students should note from the class outlines that each class has a number of credits associated with it. These credits are used to weight the marks obtained for each class when assessing each student's overall performance across the taught component of the course (the credit weighted average).

The Science Faculty operates a PGT compensation scheme, which is applied by the Board of Examiners. Provided a student has achieved a credit weighted average mark of at least 50% across the taught component of 120 credits, normally classes amounting to no more than 20 credits, in which marks of 40-49% have been achieved, will be awarded compensatory passes. The compensation scheme is applied at the first Board of Examiners that considers a student's performance across the whole of the taught curriculum. It is not used at later Boards unless first attempts are being considered due to special circumstances.

A student who has failed one or more classes and/or cannot be compensated will normally be entitled to one further attempt to pass the class. If a student is required to re-submit a piece of coursework or resit an examination they will be advised following the first Board of Examiners. The resit exam diet is normally scheduled for two weeks in

August. Coursework resubmissions will normally be due immediately prior to this resit period.

In exceptional circumstances where a resit is required, a student may be given a further first attempt with the original mark discounted if there are mitigating circumstances (medical and/or personal problems) immediately prior to, or during, examination or prior to submission of coursework. Any mitigating circumstances must be reported to Registry prior to the relevant Board of Examiners being held.

### **2.5.1 Postgraduate Certificate**

For the award of Postgraduate Certificate, students must:

Accumulate no fewer than 60 credits from the taught component of the course.

### **2.5.2 Postgraduate Diploma**

For the award of Postgraduate Diploma, students must:

Accumulate no fewer than 120 credits from the taught curriculum of the course.

### **2.5.3 MSc**

To proceed to Masters, students must:

Accumulate no fewer than 120 credits from the taught component of the course, of which a minimum of 100 credits must be gained at the first attempt.

A student can proceed to MSc with resit classes amounting to no more than 20 credits provided that all other taught classes have been passed at the first attempt with a minimum mark of 50% in each class; that is, no compensated passes have been awarded. Students who fail to obtain their outstanding credits at the second attempt will be required to discontinue their dissertation and transfer to the Diploma or Certificate.

For the award of MSc, students must:

Accumulate no fewer than 180 credits, of which 60 must have been awarded in respect of the dissertation.

Exceptionally, in accordance with University regulation 19.1.30, a student who fails to satisfy the Board of Examiners may, in the light of their overall performance and subject to the approval of the Board of Examiners, be permitted to revise and resubmit their dissertation for consideration by the next Board of Examiners.

### **2.5.4 Classification of Degrees**

A student may be awarded a degree, a degree with merit or a degree with distinction. In reaching their decision, the Board of Examiners shall look at the overall performance of a student against approved criteria and consider the composite mark against the following general framework:

| <b>Classification</b> | <b>Composite Mark</b> |
|-----------------------|-----------------------|
| Distinction           | 70-100                |
| Merit                 | 60-69                 |
| Award                 | 50-59                 |

## **2.6 Appealing Against the Decisions of Boards of Examiners**

An appeal is defined as a request for a review of a decision by an academic body charged with determining student progression and awards. Appeals against a decision of a Board

of Examiners must be made on at least one of the following grounds: (Please note that evidence should be provided for all grounds cited.)

- Procedural irregularities in the assessment process (including alleged administrative error which could have led the Board of Examiners to reach a different conclusion to that which they might have reached had the error not been made);
- Inadequate assessment, prejudice or bias on the part of the examiners; and /or
- Medical, personal or other circumstances which affected a student's performance of which the examiners were unaware at the time of the assessment and which the student was unable to disclose under the Personal Circumstances procedures.

Appeals against how academic judgment has been exercised will not be considered. Academic judgment is a judgment about an assessment, a degree classification, research methodology or course content/learning outcomes. In other words, a student cannot submit an appeal simply because they believe that they deserve a better mark and any such appeal will be rejected. A student who does not understand why they received a lower mark than they had expected, should contact the relevant tutor and ask for feedback. An appeals committee will not re-mark work, change any mark awarded or pass comment on the marks given.

Students whose performance has been, or will be, affected by circumstances that are acute, severe and outside their control should inform the University as soon as they are aware of these circumstances, by recording them on Pegasus under 'Personal Circumstances' and submitting a *Personal Circumstances Form* to Student Business with supporting evidence as soon as such evidence is available. When a student's performance in examination(s) or other assessment(s) is affected, personal circumstances should be notified to Student Business within five working days of the latest affected examination/assessment or date of submission of affected assessment. Where an entire semester or examination diet is affected a *Personal Circumstances Form* should be submitted as soon as possible and at least one working day before the relevant meeting of the Pre-Board. In NO case will a *Personal Circumstances Form* be accepted after the Pre-Board has met.

Personal circumstances will be considered if they have caused significant interference with academic performance. In general, though not exclusively, circumstances will be of a medical or personal nature affecting the student for a significant period of time and/or during the assessment period. These are normally circumstances that prevent the student from submitting a piece of course work, sitting an examination or cause the student to perform significantly less well than they might otherwise have been expected to do (as judged by performance in other work).

The letter, posted on PEGASUS, informing the student of the decision of the Board of Examiners will specify a deadline for submission of an appeal. All appeals, together with supporting documentary evidence, should be lodged with the appropriate Faculty Office no later than this deadline. Appeals should be addressed to the appropriate Faculty Manager and delivered to the Faculty Office for the Faculty in which the student is registered.

Students are advised to consult the University's *Personal Circumstances and Appeals Procedure* and download the *Academic Appeal Form – Faculty*, both of which are available at:

<https://www.strath.ac.uk/staff/policies/academic/>

## **2.7 Prizes**

The CILIPS Medal is awarded each year to the best student on a CILIP accredited course.

The William Tyler Memorial Prize is awarded each year to the best student on the MSc Information and Library Studies course on the recommendation of the Board of Examiners.

Various other competitions operate throughout the academic year, usually sponsored by professional organisations. These usually require you to write a report or to submit a dissertation accompanied by a statement of support from the Department. Details of these will be announced from time to time and posted on the notice board.

## **3. Administrative Matters**

### **3.1 Communications**

The Department uses a variety of communication channels (i.e. e-mail, website, *Myplace*, notice-board, and conventional mail) to keep students up to date with timetable changes, key dates, special events, etc. It is our responsibility to distribute information to you but it is also your responsibility to keep yourself informed via these channels on a regular basis. It is therefore essential that you notify any change of address to both the Departmental Office and Registry.

You will be provided with a University e-mail account, which will be used by the Department for all official communications. We do not recommend that you forward e-mail from this account to an external service (e.g. Gmail) as we cannot guarantee either delivery or integrity of the message beyond the University systems.

The notice boards are in the corridor outside the Departmental Office on the 11<sup>th</sup> Floor of the Livingstone Tower. Timetables and other notices of interest will be displayed here. The display shelves and other notice boards contain relevant professional information and information on conferences and meetings.

The Department office can be contacted on Ext 3096. To bypass the switchboard when calling from outside the University prefix this, or any other extension, with (0141)-548-.

Each course has its own group e-mail, which you can use to contact all your colleagues in your year of study. Please note that we cannot provide e-mail addresses, telephone numbers or residential addresses for individual students.

|   |                              |
|---|------------------------------|
| MSc Advanced Computer Science                   | acs-2022@cis.strath.ac.uk    |
| MSc Advanced Computer Science (January)         | acsj-2022@cis.strath.ac.uk   |
| MSc Advanced Computer Science with Data Science | acsdsj-2022@cis.strath.ac.uk |
| MSc Advanced Computer Science with AI           | acsai-2022@cis.strath.ac.uk  |
| MSc Advanced Computer Science with Big Data     | acsbd-2022@cis.strath.ac.uk  |
| MSc Advanced Software Engineering               | ase-2022@cis.strath.ac.uk    |
| MSc Advanced Software Engineering (January)     | asej-2022@cis.strath.ac.uk   |
| MSc Artificial Intelligence and Applications    | aia-2022@cis.strath.ac.uk    |
| MSc Digital Health Systems                      | dhs-2022@cis.strath.ac.uk    |
| MSc Information and Library Studies             | ils-2022@cis.strath.ac.uk    |
| MSc Information Management                      | im-2022@cis.strath.ac.uk     |
| MSc Software Development                        | sd-2022@cis.strath.ac.uk     |

### **3.2 Course Directors**

Each course has a Course Director who is responsible for the management and development of the course. The current Course Directors are:

|   |                        |
|---|------------------------|
| MSc Advanced Computer Science                   | Dr Joseph el Gemayel   |
| MSc Advanced Computer Science with AI           | Dr Joseph el Gemayel   |
| MSc Advanced Computer Science with Big Data     | Dr Joseph el Gemayel   |
| MSc Software Engineering                        | Dr Joseph el Gemayel   |
| MSc Advanced Computer Science with Data Science | Dr Nur Muhamad Naim    |
| MSc Advanced Software Engineering (January)     | Dr Nur Muhamad Naim    |
| MSc Advanced Computer Science (January)         | Dr Nur Muhamad Naim    |
| MSc Artificial Intelligence and Applications    | Prof Feng Dong         |
| MSc Digital Health Systems                      | Dr Lisa McCann         |
| MSc Information and Library Studies             | Prof Gobinda Chowdhury |
| MSc Information Management                      | Dr Martin Halvey       |
| MSc Software Development                        | Dr Kostas Liaskos      |

The PGT Programme Director, responsible for overall management and coordination, is Dr Martin Halvey.

### **3.3 Student Difficulties**

In the event of you experiencing problems (coursework, dissertation, accommodation, personal difficulties, etc.) we recommend that your first point of contact is your Course

Director, but you are also perfectly free to raise a problem with any member of staff if you prefer to do so.

The University has a comprehensive welfare service for students, which will deal with any difficulties you may have on a confidential basis. Details available at

<https://www.strath.ac.uk/sees/studentsupportwellbeing/>

There is also a Student & Occupational Health Service in Livingstone Tower, Level 2 (Ext 3916 for clinic appointments or email: [occupationalhealth@strath.ac.uk](mailto:occupationalhealth@strath.ac.uk)).

### **3.4 Staff Contact and Availability**

A key element in your future career will be communication, and this course will provide you with an invaluable learning environment for this, giving you vast opportunities to improve these transferable skills – with your peers, lecturers and external clients. This section aims to set some rules and expectations regarding communication, in particular e-mail communication, as this is the most common medium throughout the course. It will be assumed that students are aware of the following guidelines, and should follow them carefully throughout the year when contacting their lecturers, external clients and peers. We believe these guidelines will also prove to be valuable in your future careers.

1. Only Strathclyde email addresses should be used to send/receive emails regarding your course and studies.
2. Always use professional language – using informal language is okay (in particular if you have worked with your contact for some time) but don't overdo it.
3. Be brief and clear in your communication – ask what you want to ask, give enough background if needed, but don't produce a page-long story. All professionals are busy.
4. Always use proper wording for your subject line in emails
  - a. If you are contacting a lecturer regarding a specific course, include course code in the subject;
  - b. If you are contacting MSc programme directors with a query or request regarding the program, include 'MSc query' or 'MSc request' in the subject;
  - c. If you are contacting an external client, include your relation to them in the subject with institution and course names, e.g. 'Strathclyde MSc DA project question'.
5. Emails sent without a proper title and/or written in unprofessional language may well not be answered. Similarly, an email addressed to an irrelevant person may not be answered – it is your responsibility to be clear on each lecturer's role in a class as well as the roles of your MSc directors.
6. Students can expect a response to their emails within 5 business days (a week) during the term time, unless there are extraordinary circumstances (e.g. if a lecturer is out of office). During summer time, due to holidays or conferences/work trips, there might be further delays. It is your responsibility to plan communications in advance wherever possible. Similarly, students are expected to respond to any email query in 5 business days at the latest.

If an email is not responded to within 5 business days, a follow-up email can be sent as a reminder – it is occasionally possible that an email is missed in busy times. However, if such delays become more often than occasional for any of your lecturers or external clients, you should immediately contact your MSc course directors. Do not send follow-up emails prior to the aforementioned 5-day response period.

Some members of staff will post availability for meeting students. If you want to speak to staff about any aspect of your classes, then you should seek staff at the appointed time. If staff do not have regular available hours you can email to arrange an appointment. In exceptional circumstances (e.g. urgent personal matters) students may request an immediate appointment with relevant and available staff. Do not turn up to staff offices without an appointment, as busy professionals they may not be available immediately for meetings.

The Computer and Information Sciences departmental office, located on level 11 in Livingstone Tower, is open 9am-5pm for general enquiries. In many cases the first point of contact will be the lecturing team for each class - key contacts for classes are available on teaching pages on *Myplace*. If you have more general queries (such as regarding the course, personal circumstances, etc.) then please contact either your course director or Ms Zakia Majid in the departmental office.

### **3.5 Myplace**

*Myplace* is the home for learning and teaching on-line at the University of Strathclyde. This online environment provides access to class and course activities, learning materials, and general information relating to your studies at Strathclyde. The environment provides you with the ability to connect with your tutors and fellow students throughout the course of your studies. Many of resources associated with your classes will be made available via *Myplace* and you should therefore familiarise yourself with its functionality at as early a stage as possible.

A *Myplace* support site with general guidance for staff and students is available at:

<http://support.myplace.strath.ac.uk/>

For general support queries please contact the IT Services Help Desk by email or phone during staff hours.

- Email: [help@strath.ac.uk](mailto:help@strath.ac.uk)
- Telephone: 0141 548 4444
- Support portal: <https://helpdesk.strath.ac.uk/support/home>

### **3.6 Pegasus**

*Pegasus* is the University system that gives staff and students access to the student records, finance and human resources systems. It lists all student information, classes, examinations, contact data, year of study, course information, etc. Some of the things you will need to use *Pegasus* for are: managing your personal information, notifying Registry about circumstances, which may have affected your studies, and checking on marks and examination schedules. You should therefore familiarise yourself with its functionality at as early a stage as possible.

For general support queries please contact the IT Services Help Desk by email or phone during staff hours.

- Email: [help@strath.ac.uk](mailto:help@strath.ac.uk)
- Telephone: 0141 548 4444
- Support portal: <https://helpdesk.strath.ac.uk/support/home>

### **3.7 Registry**

Registry is an important point of contact for students both for Admissions and the Student Lifecycle. Their offices are on Level 1 of the McCance Building, Richmond Street. From the main entrance hall turn right through the double doors and along the corridor to the open area. They can also be contacted via email at:

studentbusiness-science@strath.ac.uk

### **3.8 Regulations**

The Department's PGT courses are governed by the regulations of the University Calendar, which is available from:

<https://www.strath.ac.uk/studywithus/academicregulations/>

### **3.9 Attendance and Effort Expected**

The courses offered by the Department are full time and require students to attend regularly and to perform satisfactorily the work of each class in the curriculum. The credits attached to a class reflect the amount of effort required by an 'average' student to achieve the stated aims and learning outcomes of the class. Each class descriptor contains details of the credits assigned expressed in terms of their Scottish Credit Qualification Framework (SCQF) equivalent. 10 SCQF credit points equates to 100 hours of 'notional student effort'. By notional student effort we mean all aspects of learning including attending classes, private study, discussion, completing assignments, etc. We expect you to attend classes and to be able to make an appropriate contribution to class activities. The exact requirements will depend upon the nature of the class. However, in general, this means you should have completed appropriate preparation prior to class, you should engage in active listening during class and be prepared to follow through on issues raised in class. Unacceptable behaviour will be penalised and may result in students being 'not qualified' to sit the assessment and so gain credit for the class. Examples of unacceptable behaviour include persistent non-attendance without good reason, incessant talking in class, use of mobile phones and playing computer games in class.

### **3.10 Student Absence and Illness**

The University uses a system of student self-certification for absences of up to and including seven days. If you have missed a week or less of classes you can complete a self-certification form on *Pegasus*.

The self-certification convention does not apply to coursework submissions and examinations. A student absent from a formal examination or class test, or who fails to submit a piece of coursework on time because of illness, must submit a medical certificate.

If you have missed more than a week, you need to submit a medical certificate to Registry. If you have missed any deadlines for submission of coursework you should contact the relevant lecturer or your personal tutor.

Any student who feels that his or her performance during the session or during the examinations has been impaired by medical, personal or psychological problems must inform the University as soon as you are aware of these circumstances, by recording them on *Pegasus* under '*Personal Circumstances*' and submitting a Personal Circumstances Form to Student Business with supporting evidence. You must notify

Student Business within five working days of the latest affected exam/assessment or deadline.

### **3.11 Students with Special Needs**

Students with a condition that may affect their academic performance should make an appointment with the Student Adviser (Disability Services) to discuss their circumstances. They should do so at as early a point as possible, and at least two months prior to their first diet of examinations, so that there is ample time for students to be assessed and for the Department to be able to make appropriate arrangements. They should also discuss their circumstances with their personal tutor and/or the Department's disability contact (Nicole Hannigan), e-mail: [nicole.hannigan@strath.ac.uk](mailto:nicole.hannigan@strath.ac.uk)>, in order to explore their needs regarding tuition materials and computer equipment.

Further information on Disability Services is available at:

<https://www.strath.ac.uk/professionalservices/disabilityandwellbeing/>

### **3.12 Voluntary Suspension**

Students who need to interrupt their studies (e.g. because of long-term illness) should contact their Personal Tutor, in the first instance. In certain circumstances the student may be recommended to apply for voluntary suspension, which effectively stops the clock until the student is capable of resuming study. This application, which must be supported by documentary evidence, would be considered by the Board of Study. If approved the student's registration will be amended to show a student in suspension and some tuition fees may be refunded. Students should notify their Local Education Authority or grant awarding body of this change to their academic status. Voluntary suspension is for a specific period and if a further period is required a further application would have to be made. An application form is available at:

<http://www.strath.ac.uk/sees/studentpolicies/>

### **3.13 Student Representation**

The Department has a Staff-Student Committee drawn from each course, each of which has one course representative. The Staff-Student Committee is regarded seriously by the University, which provides a short training course for the elected representative. Each course is asked to elect its own representative within two weeks of the course commencing.

**Student Voice at Strathclyde:** Student voice is a term used across the UK Higher Education Sector to describe the opportunities for the student perspective to be heard within the activities of universities. This document provides an overview of student voice activities at the University of Strathclyde.

**Class (Course) Level Student Voice:** The University and Students Association jointly support the class representative system. Each class has elected student representatives who provide a formal conduit of students' experience back to staff. The class reps are elected, or sometimes volunteer, from the members of the class. The students' union provides training for class reps and they are expected to meet with staff through the programme or department level Student Staff Liaison Committees, which run each semester. To aid the class reps in gathering the views of their peers, Myplace provides a 'contact the class reps' link. Staff also support the process by allowing class reps

opportunities to speak to the class during scheduled classroom activities and support other information gathering activities, such as discussion of specific issues or plans.

Most staff also run 'office hours', which are advertised drop in times where students can visit staff in their office for one-to-one support and guidance. Staff also gather class level information by asking student to complete a class evaluation survey. The feedback from this is considered by the lecturer and department, feeding refinements and innovations to classes and programmes.

**Faculty and University Level Student Voice:** The Students' Association manages the annual election of Faculty Student Representatives. These faculty reps are part of their faculty's committees linked to academic matters and are asked to input to discussions and working groups developing new academic initiatives and programmes.

Within Strathclyde, elected representatives from the Student Union Executive Team are full members of education related university committees, such as Education Strategy Committee, Learning Enhancement Committee and the Quality Assurance Committee. They have full member representation in both University Senate and University Court, attending associated strategic planning events.

**Other Student Voice Structures:** In addition to the formal representation through the class representative system and the student union executive team, Strathclyde uses student interns to directly input into special projects. Developments such as the Strathclyde Personal Development Planning system, including the PDP student planning form, were developed by teams of student interns researching and developing material specific to the needs of Strathclyde students. The student internships, which are paid positions, are recruited from the student community to ensure that student views are centre to the developments at Strathclyde.

### **3.14 References for Students**

Staff are happy to provide references for students. It may be helpful to discuss any job or course application with your referee if there are any particular aspects of the course that you would like emphasised.

### **3.15 Accreditation and Professional bodies**

#### **3.15.1 Chartered Institute of Library and Information Professionals**

The Chartered Institute of Library and Information Professionals (CILIP) has a student membership category, the subscription for which includes a monthly magazine, a jobs bulletin, and a discount on CILIP books and certain conferences. Attending their meetings will introduce you to other members and potential employers, as well as adding to your course. Student membership is also the first step on the road to full membership of this association. Details can be found at:

<https://www.cilip.org.uk/page/BecomeAMember>

#### **3.15.2 British Computer Society**

The British Computer Society (BCS) has a student membership category. BCS membership will give you access to a broad range of services for young professionals as well as demonstrating to potential employers that you are committed to your professional career. Services include:

- A free copy of *Computing* every week.
- The bi-monthly membership magazine *The Computer Bulletin*.
- A CPD programme to enable you to plan and record your professional development.
- Free access to the BCS Library
- Online job searches and recruitment shows
- Access to the local Branch and Special Interest Group network
- A variety of financial services such as insurance and loans

Details are available at:

<http://www.bcs.org/>

### **3.16 Ethics Committee**

Activities, which involve investigations on human beings require approval by the Departmental Ethics Committee. You will be advised on the specific issues as they relate to the dissertation during the *Research Methods* class. Details on the Ethics Committee can be found at:

<https://local.cis.strath.ac.uk/wp/teaching/ethics/>

### **3.17 Research Opportunities**

The Department welcomes applications from current students to read for a PhD or MPhil. If you are interested in pursuing a research degree we will be happy to advise on funding opportunities and the research interests of staff. Deadlines for funding occur throughout the year so it is advisable to speak to a member of staff at as early a stage as possible. Further information, can be provided by Dr Martin Halvey. The Department is involved in numerous projects and from time to time may also be looking to recruit research fellows to join project teams. Details of the research activities of the Department can be found at:

<https://www.strath.ac.uk/research/subjects/computerinformationscience/>

### **3.18 Job Opportunities**

The Department receives notification of vacancies directly from employers and through the professional press. Current vacancies are normally posted on the notice boards or in the pamphlet racks near the Office. Recruitment agencies, may also visit the Department during the academic year. You should also maintain regular contact with the Careers Service in the Learning and Teaching Building. The Science Faculty Careers Consultant is Stephen Smith (stephen.m.smith@strath.ac.uk)

## 4. Study and Learning

### 4.1 Course Materials

Course materials will vary from class to class and will normally be made available via the class pages on *Myplace*. You are, however, expected to read outside of these materials and lecturers will provide indicative reading lists.

### 4.2 Departmental Computing Facilities

#### 4.2.1 Laboratories

The Department operates a number of laboratories for its own students. At present, there are three large teaching laboratories, one on each of the 11<sup>th</sup>, 12<sup>th</sup> and 13<sup>th</sup> floors of the Livingstone Tower, and two smaller laboratories (for postgraduate and final year students) on the 14<sup>th</sup> floor. There are two printers in most laboratories - a mix of colour, and black and white – with the exception of the LT14 laboratory, which has one. The Department operates a printer quota system, whereby additional printing capacity can be purchased from time to time by individual students.

All departmental machines in the Livingstone Tower are linked by a high-speed local area network and operate under an integrated file system, managed by mainly Linux based multi-core servers. At present the configuration of the laboratories is as follows:

| Name    | Room   | Use     | Machines                                     | No. | OS               |
|---------|--------|---------|--|-----|------------------|
| Arrol   | LT1105 | General | HP Intel i5-8500 16GB<br>Ubuntu 22.04        | 60  | Windows 11/Linux |
| Kelvin  | LT1201 | General | HP i5-4570 8GB<br>10/Linux Ubuntu 18.04      | 60  | Windows          |
| Muir    | LT1301 | General | HP i5-4570 8GB<br>10/Linux Ubuntu 18.04      | 30  | Windows          |
| Telford | LT1320 | General | HP i5-7500 with 8GB<br>10/Linux Ubuntu 18.04 | 25  | Windows          |

Normally laboratories are open every day from 07.00 until 22.00 (except over Christmas when the University is closed). This will be different in case COVID restrictions are in place and the department will keep you up to date on these. You will need to make an *Application for Access Outwith Normal Working Hours* at:

<https://local.cis.strath.ac.uk/wp/utilities/out-of-hours/>

if you wish to access the Labs between 18.00 and 22.00 Monday-Friday, or 07.00 and 22.00 Saturday, Sunday and on Public Holidays.

When open, you can normally access laboratory and other departmental areas freely except when a laboratory is scheduled for a class, in which case you need the explicit permission of the member of staff in charge.

Access to departmental laboratories is through a coded electronic lock. During normal working hours, use the code issued to you by Systems Support (access outside normal hours also requires a security card, obtained with your *Application for Access Outwith Normal Working Hours*).

No food or drink is permitted in laboratories (with the exception of water in slow spill sports cap bottles).

Further details on laboratories and systems support can be found at:

<https://local.cis.strath.ac.uk/wp/systems-support/itfaq/>

#### **4.2.2 Conditions for Use of Departmental facilities**

You will be required to conform to the conditions of use of departmental facilities. This states that:

You are expected to make responsible and mature use of the equipment made available to you and you must adhere to the University Policy on the Use of Computing Facilities and Resources, which is published in the *University Calendar* Regulation 6.11, and *IT Service's Regulations and Policies*. The following summary of rules for use of departmental facilities does not detract from the other requirements of the regulations, but you should note in particular that:

- You should only use computing resources for academic purposes.
- You must not use computing resources to download, distribute or store music, video, film, software, data or other material, for which you do not hold a valid licence, or other valid permission from the copyright holder.
- You must not use computing resources to store any data, which is forbidden under UK or Scots law (e.g. obscene, discriminatory, inflammatory or defamatory data).
- All individually allocated usernames, accounts and passwords are for the exclusive use of the individual to whom they are allocated.
- You must not use computing resources to access any computing resource(s) for which you are not an authorised user.
- You must not use computing resources to compromise the integrity, security, availability or operability of any other computing resource(s) within or outwith the University.

Any person who is identified as breaching any of the University's or Department's regulations, policies or similar will be subject to disciplinary procedures.

Please note that for operational purposes (e.g. to provide IT and teaching support, to investigate academic dishonesty or malpractice) it may be necessary for the Department to access the email or file store of any user. This will only be undertaken on the authority of the Head of Department or his/her nominee, or in response to a user request regarding his/her file store or email.

#### **4.3 University Computing Facilities**

The University has a large number of computer laboratories located across the campus. Full details of these and the software available in each laboratory are available at:

<http://www.strath.ac.uk/professionalservices/it/>

And notice boards in laboratories. Your attention is drawn to the fact that in using these facilities you must comply with the *University Policy on the Use of Computing Facilities and Resources*, which is available at:

[https://www.strath.ac.uk/media/ps/its/its-software/University\\_Policy\\_on\\_the\\_Use\\_of\\_Computing\\_Facilities\\_and\\_Resources.pdf](https://www.strath.ac.uk/media/ps/its/its-software/University_Policy_on_the_Use_of_Computing_Facilities_and_Resources.pdf)

Selected centrally managed laboratories may be used after 18.00. If you intend to stay in a building after 18.00 you must obtain a red security card (available from Systems Support). These cards must be countersigned by an authorised member of the Computer Centre staff. New cards must be obtained each semester and if you are proceeding to MSc. This is subject to COVID restrictions.

Wireless access on campus uses the “Eduroam” network. Eduroam is an international Wi-Fi network used by many institutions in over 50 countries.

For further details see:

<https://www.strath.ac.uk/professionalservices/it/wifi/>

#### **4.4 Library**

The Main Library is located at 101 James Street in the Curran building. Membership is automatic when you register at the University: your Strathclyde student card has the library bar code user number on it. The Science Faculty Librarian is Elaine Blair.

You are entitled to make a request to obtain inter-library loans for material relevant to your course. You should complete an inter-library loan form and have it countersigned by a lecturer. Note, however, that there is a fixed Departmental allocation and there is no guarantee that a request can be approved and/or fulfilled. Details of inter-library loans can be found at:

<http://www.strath.ac.uk/library/usingthelibrary/usinglibraryservices/ils/>

The Andersonian Library subscribes to an increasing number of electronic databases and journals. A full list of these services is available on the Andersonian’s web site at:

<https://www.strath.ac.uk/professionalservices/is/policies/eresourcesaccess/>

The majority of individual journal and database files are also listed on the Library’s catalogue. You will be receiving a basic introduction to the library and its services in the early weeks of the first semester. Several of the Library’s electronic service providers require authentication using a DS username and password. These are only available to registered students and members of staff of the University. Please note, not all service providers allow remote access to their databases. Distance learning students with no access to a University machine and no University VPN access should contact the Library. All other users should create their own personal account. Details of authentication can be found at:

<https://www.strath.ac.uk/professionalservices/is/policies/eresourcesaccess/>

#### **4.5 Library Rights at Other Universities**

Those on the instructional part of the postgraduate course are eligible to join the libraries of other member institutions under the SCONUL Access scheme. Full details of the scheme can be found at:

<https://www.strath.ac.uk/library/researchandrevise/get/visit/>

## 4.6 Coursework

The exact nature of coursework will vary from class to class and may involve individual assignments, group exercises or practical work with, for instance, software packages. Coursework is an essential part of the learning process and, to undertake a piece of coursework effectively, you should be aware of the need to follow certain conventions. There are a number of standard questions you should ask yourself in order to give yourself the greatest opportunity to produce an effective submission:

- What am I being asked to do?
- What criteria are being used to assess me?
- What weighting is placed on the various elements of the coursework?
- How will I structure the submission?
- What research will I have to do?
- What source material did I use for the submission?
- What deadlines have been set and what deadlines should I set myself?
- Does this look and read like a professional piece of work?

### 4.6.1 *Understanding what is expected for the Piece of Coursework*

The first three questions will be answered by the coursework specification (see Appendix 1 for an example). It is important that you understand the specification and that you focus on what the lecturer has asked you to do; this sounds obvious but you would be surprised how often this simple piece of advice is overlooked. If you have any doubts about any element of the coursework specification then raise them with the lecturer who has set the piece of coursework. Our aim is to set coursework that allows you to demonstrate your understanding of the topics covered in the course and we want you to have the best opportunity to record results which truly reflect your capabilities. However, you will not get credit for material, which is not related to the topic so ensure that your submission is focused on what has been requested.

Your submission will be marked according to a number of criteria, each of which will carry a percentage of the total marks attributed to the piece of coursework. These are designed to help you decide on the balance of material, which should be contained in your submission. Again, it is important that you understand the criteria that are being used and the weight that is placed on them: there is little point concentrating on one criterion which only carries 15% of the marks and giving only superficial treatment to one that carries 50% of the marks.

Group coursework may also have an element of peer evaluation, in which you will be asked to evaluate the contribution made to the work by each member of the group. Details of this will be provided where appropriate.

### 4.6.2 *Structuring Your Submission*

It is always a good idea to work out a structure for your submission in advance, and to decide what parts of your explanations and arguments are going into each section, before filling in the detail. It is often helpful, and for reports-based submissions essential, to provide headings for each of the main sections and sub-sections.

For most submissions, the lecturer would expect to see an introductory section, in which you describe the broad scope of your submission, and a final section in which you summarise your conclusions. Between these two points, your ideas, and any information, should be presented in a logical order. Bibliographies and/or lists of references should be given at the end of the submission, and you should also incorporate page numbers. For a report, you would normally number the sections and sub-sections and provide a table of contents with associated page numbers.

Coursework specifications will indicate the expected word length and you should keep to this length +/- 10% and include a word count at the end of the submission. The word count should exclude preliminaries, such as title page, table of contents, and any references and/or bibliography. You must keep to within 10% of the word length indicated in the coursework specification; any excess material will not be marked.

#### **4.6.3 *Undertaking Research for Your Submissions***

You will normally use a representative selection of readings to provide some theoretical background, supporting evidence and possibly counter-examples. You should not rely solely on the class materials and will get credit for independent research (i.e. the identification of relevant source materials which have not been provided in class or in reading lists by the lecturer). Typically, you will use the library and search engines to identify these materials but do not forget the power of asking other people.

#### **4.6.4 *Writing Your Submissions***

You should follow English grammar and usage, and it is always worthwhile double-checking your spelling (use the spellchecker on your word processor if you have one). Note, however, that a spellchecker will not highlight where you have used the wrong word (from vs. form; their vs. there) and you should also proofread your submissions before handing them in to capture any legitimate words which have been used in the wrong context.

Do not use a style, which is too informal and chatty. These are postgraduate courses and you are expected to write in a professional style. Always use the expanded form of an acronym before employing the shorthand version using the following convention "...will find that Asymmetric Digital Subscriber Lines (ADSL) provide a higher throughput...".

Submissions should use an 11- or 12-point font, 1.5 line spacing and have *either* indented paragraphs *or* paragraphs separated by a single line or equivalent spacing. Leave a good margin all round. Use a font that is clear and easy on the eye (e.g. sans-serif fonts such as Arial, Calibri and Verdana), and avoid exotic fonts such as those that represent handwriting.

As with any academic piece of work you should give the reader the opportunity to make up his or her own mind that what is being said is true. Do not, therefore, simply make assertions and generalisations of fact, unless that fact is something about which there can be no reasonable doubt and which the reader can be expected to know. For example, it is unlikely that anyone will argue if you assert that information technology is having a major impact on organisations and society. If, however, you state that the introduction of IT has led to the loss of 25,000 jobs in the Canadian insurance industry, you must cite the evidence, which supports that claim.

You may not always know what can be taken as common knowledge, especially if the subject is new to you. In that case, it will be a good idea to err on the side of caution - if in doubt, cite your source.

#### **4.6.5 Submitting your assignment**

Your assignment should be submitted via the appropriate class page on *Myplace*, our Virtual Learning Environment:

<https://classes.myplace.strath.ac.uk/>

The class lecturer responsible for the coursework will create a submission link within each module page, which will normally be on the top of the page. Normally each submission will be automatically checked for plagiarism by our *Turnitin* system. As *Myplace* is an online system, you can check that your submission has been uploaded. Marks for coursework will normally be released via *Myplace*. Coursework should **not** be submitted directly to class lecturers. Any queries about specific pieces of coursework or submission details should be addressed to the class lecturer responsible for the assignment, and should be done in a timely manner prior to submission.

If you have a genuine reason for late submission of a piece of coursework you must request an extension via *Myplace*.

#### **4.6.6 Citing References**

As general guidelines:

- If you draw on someone else's opinion, facts, or generalisations, you must make some reference to that writer.
- If you use his or her words directly, use quotation marks.
- Give references for:
  - Assertions of fact that cannot be presumed to be common knowledge.
  - Direct quotations or paraphrases of other writers.
  - Opinions and generalisations derived directly from other writers.
  - Tables and diagrams (for which you should give the source underneath the table or diagram).

Lecturers will look for good standards of accuracy in citing references. A key guideline is: could the reader identify and locate the reference uniquely and quickly? It is therefore a good discipline to record citation details as you find and use them. In general, this means that you should provide the following key elements (which you might imagine as fields in a database record):

- The author or organisation responsible for the writing the work.
- The title of the work.
- Where the work was published and who published it (if a book or report);  
or the journal where it appeared (if an article);  
or the web address (i.e. URL) where it appeared (if located on the web).
- The date when it was published (if a book, report or journal article);  
or the last time it was accessed (if a web page).

- The pages(s) cited (of a book or report);  
or the start and end pages (if an article).

References in the text should be made using an acceptable format outlined by the module leader. Many will use the Harvard system. The basic format is (author's surname, date of publication), or author's surname (date of publication):

There is evidence (Craig, 2006) that freedom of information legislation is being used by large companies to improve their bids for tenders.

or:

Craig (2006) has provided evidence that freedom of information legislation is being used by large companies to improve their bids for tenders.

If the reference is to a particular page in a book, the page number(s) follow the reference in the format (author's surname, date of publication, page number(s)):

(Flint, 1998, p.46).

A single list of references, plus other works consulted, in alphabetical order by surname or organisation name should be provided at the end of your submission. If you list more than one work by the same author with the same publication date, use lower case a, b, etc., to distinguish them:

Flint, J. (2002a). The impact of broadband on the rural economy. *Telecommunications Journal*, 45(2), pp.68-75.

Flint, J. (2002b). The need for Government policy on broadband investment. *Public Sector Studies*, 12(3), pp.45-56.

Although there is agreement on the elements that make up the full reference you will find that different institutions may use slightly different styles of presentation (e.g. italics and punctuation). Our preferred style is the Harvard Strathclyde style but if you are used to a slightly different style that is also acceptable provided it conforms to the principles behind Harvard referencing. The key things are that references should be consistent, clear and complete.

Normally it is easiest to use EndNote Web and Cite While You Write to create your citations and references. See:

<https://www.strath.ac.uk/professionalservices/is/software/endnoteweb-windows/>

Choose the Harvard Strathclyde style within EndNote Web for your formatting. The Faculty Librarian, Elaine Blair, can also help you. While EndNote Web is a helpful tool, it is not always 100% accurate. Therefore, you need to review your citations and references yourself before submitting your work to make sure that all citations and references have imported into your paper correctly. Guidance on the many styles including Harvard is available from the library's website at:

<https://www.strath.ac.uk/professionalservices/library/researchandrevise/referencing/>

## 4.7 Time Management

The schedule of coursework will allow you to balance your time and plan for their hand-in. You can avoid putting unnecessary stress on yourself by following simple pieces of advice:

- Do not try to submit your coursework right at hand-in time. Equipment fails, slow connections etc. can lead to late submissions.
- Give yourself sufficient time to check your work before handing it in.
- Get ideas down on paper as soon as you can so that you can evaluate and refine them.
- If you have two pieces of coursework due within a week of each other avoid the temptation to spend four weeks on one and then only leave a week to complete the next one.

## 4.8 Plagiarism, Academic Dishonesty and Poor Scholarship

Plagiarism is submitting someone else's work as if it is your own, whether you have that person's consent or not. That work can be anything to do with your academic studies – text, ideas, results, tables, diagrams, images and any aspect of software –program code, design, documentation, test data. The source of the plagiarism can include books, electronic resources, the internet, software repositories such as git and sourceforge, other students, or any other individuals. Plagiarism includes direct copying, paraphrasing without reference, summarising, and in the case of software, changing names, code structure, removing program comments, or modifying the software in any other way and claiming it as your own. Forms of plagiarism include:

- Copying the work of others, including any aspect of software such as non-trivial code provided by a lecturer as part of a module. Trivial is considered as code which is unlikely to have another solution such as calculating the square of an integer. To be safe, all copied code should have the original source clearly identified.
- Self-plagiarism (auto-plagiarism) -submitting work that you have previously submitted for assessment in another course or module.
- Collusion -cooperating with others and submitting that joint work as if it is your own work.-Commissioning work -buying reports or software from others. This can include showing another student your assessment submission before the deadline, writing some of their code, asking another person to write for you, using their idea for a coursework when you were asked to create a solution independently.
- Including direct quotes from sources without using quotation marks, even if the source is referenced.
- Paraphrasing without reference to the source of the idea.

The safest way to avoid plagiarism is to always acknowledge all the resources that you have used to produce your work, and creating your own work from scratch.

If you are in any doubt please contact your course lecturer or adviser for clarification

Where plagiarism is detected the issue will be raised with the Postgraduate Director of Teaching who will call a meeting with the student. An email will be sent to the student: included in the email will be a short description of the alleged instance of plagiarism. In

the email, it will be noted that the Head of Department and Departmental Manager are aware. The student will be requested to hold a meeting with the Postgraduate Director of Teaching, the staff member who raised the issue and another member of staff. The Postgraduate Director of Teaching will act as Disciplinary Officer. The student will be given every opportunity to discuss their interpretation of the submitted assignment and why it led to being flagged as plagiarised. In the email students will also be given a guide on the avoidance of plagiarism, a personal circumstances form, personal circumstances guidance document and the student discipline procedure. The student can bring someone to the meeting if they wish (e.g. a student from the Hub Advice Centre, a friend etc.).

After the email is sent the following steps will take place:

1. The staff member marks the submitted assignment as though there was no plagiarism, then re-marks the assignment after the plagiarised parts of the assignment are removed
2. At the academic dishonesty interview the student is given the opportunity to explain the situation and any misinterpretations they have about academic dishonesty. An academic dishonesty form is completed during the interview and full notes are taken by the Disciplinary Officer, recording the conversations therein. The student is given a full explanation of the potential Outcome: from a reduction of marks to expulsion from the University, or disciplinary action (taking care to give the student direction of the expected outcome of this specific case). After the meeting, the completed academic dishonesty form and interview notes are sent to all those attending the interview for confirmation that they record an accurate record of events.
3. A recommendation is made on whether the issue is one which is minor or major academic dishonesty and a report is given to the Head of Department who will confirm the outcome and agree any penalty imposed (normally this would be a reduction in marks when the issue is recorded as minor academic dishonesty).
4. Documents are sent to the Departmental Office–FAO: Departmental Administrator for record keeping.
5. The final outcome decision is provided to the student by email, in a timely way.

University guidance on academic dishonesty, including examples, can be found here:

<https://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policies/student-guide-to-academic-practice-and-plagiarism.pdf>

## **4.9 Group Work**

Group work has a range of benefits such as an improved final artefact, increased understanding, improved creativity and development of key interpersonal skills which are required in future employment<sup>1</sup>. However, students often dislike group work due to perceived inequality of distribution of work. This phenomenon can be termed “group hate”. Whilst group hate is recognised, it working as part of a team to achieve a common goal is a key skill and can be more appropriate than an individual assignment. For

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<sup>1</sup> Burke, A, 'Group Work: How to Use Groups Effectively', The Journal of Effective Teaching (Vol. 11, No. 2, 2011), pp. 87-95.

example, in a project-based software engineering module it would be unrepresentative of modern software engineering practice to have students work as individuals. Using group work can allow modules to provide more authentic assessment. Authentic assessment is more closely aligned with industry practice and has clear benefits for students.

In an effort to mitigate issues around working as part of a group, the following guidance has been developed to help students address common issues in group work. When assigned group work assessment students are recommended to use this guidance to develop an agreed aim, tasks, communication and expectations in terms of behaviour.

#### **4.9.1 Identifying Roles**

Identifying roles can be a useful mechanism to provide clarity on the responsibilities of individuals within a team.

There are several taxonomies which can be used to identify roles. Identify strengths and weaknesses and allocate tasks accordingly. For example, Belbin's team roles present nine roles including investigator, coordinator and specialist. You can find information on each role at Belbin's website:

<https://www.belbin.com/about/belbin-team-roles>

It explains each role as well as strengths and weaknesses, and hence can be used to match individuals against roles.

Another taxonomy of roles is Benne and Sheats which proposes roles such as initiator, evaluator and elaborator. You can find information on Benne and Sheats roles:

[https://www.mindtools.com/pages/article/newTMM\\_85.htm](https://www.mindtools.com/pages/article/newTMM_85.htm) .

It is worth noting that no matter which taxonomy used, an individual can have multiple roles, and roles can change throughout the process.

In addition to defined role taxonomies, teams can also consider whether a student wishes to improve a particular skill and hence take related roles or tasks on. In such a situation, your team may wish to pair that individual with another team member who is more confident with that skill. Alternatively, you can allocate tasks based on skills individual members feel most comfortable with.

#### **4.9.2 Organising Your Team**

Once team allocation has been completed, it is important to meet as a team as soon as possible to determine how your team will work together. This can include setting ground rules. Some prompts are presented below to aid in considering practicalities of how your team will work together to achieve the end goal.

- How will your team primarily communicate? Effective communication within a team is key. This could be online through e-mail, online chat systems or through text messages. Having this discussion and agreement upfront will mean your team can work more effectively.
- When and where will your team meet? It is important to have synchronous communication as well as asynchronous. When is mutually agreeable for team meetings and where might this take place?

- How will decisions be made? Consider how the team will agree on a decision, such as how functionality might be implemented. Is it a democracy or something different? Without an agreed way to make decisions teams run the risk of developing multiple solutions, or spending more time on each decision.
- How will disagreements be resolved? Inevitably team members will disagree. This is normal and part of working life. You may feel that in a workplace a manager will simply step in to resolve your differences, but this is not the case. It is a fact of life that all individuals must find ways of working with others who have different outlooks, priorities and approaches to work. It is important to agree upfront how any disagreements will be resolved.
- How will non-contribution be dealt with? It is important to set clear expectations as to how non-contribution will be dealt with. If an individual team member is deemed to be not contributing in a timely manner, then the team should reach out to them as soon as possible. It can be easy to use an accusatory tone, but try to consider if there might be circumstances which have resulted in team members not contributing. It is important to identify issues early and determine possible ways to resolve them. If a team communicates progress regularly then this should assist in dealing with these issues. If a team member is entirely unresponsive it is advisable to get in touch with the class lecturer as soon as possible. Late notification of an individual not contributing provides little options for a lecturer to intervene.
- Time management: One consistent issue for assessment is leaving too little time to complete the coursework. Coursework can sometimes be dismissed as “easy” at first sight and as a result work does not begin in a timely manner. To avoid the additional stress of completing the work last minute it is helpful to define your own deadlines and allocate tasks which need to be complete by those deadlines. This can help the team track progress, and ensures work is completed in a timely manner. You can also build in slack time into your project. Slack time is an accepted mechanism used in project management and is created to identify the longest time which can be taken to achieve a task without interrupting the final deliverable time. is additional time to deal with unexpected issues, such as development taking longer than expected.

Group work is seen as an important part of our courses as it provides experience in group management, negotiation and co-ordination, which reflect the requirements of the operational world. Group work also allows us to explore and test understanding of more complex problems than would be possible with individual pieces of coursework. Students should note that for group work there may be an element of peer assessment and the Department reserves the right to adjust an individual mark in the light of this peer assessment where it is supported by other evidence. The method of peer assessment will be explained for each piece of group work. Group extensions will only be given in exceptional circumstances. If a group extension is required it must be made with the backing of the entire group, and must be supported by evidence that the group as a whole is unable to fulfil its commitments. Individuals cannot make requests for extensions for a particular part of a group submission for which they have responsibility.

## **4.10 Study Skills**

You can improve your study skills with the help of the Study Skills Service and, for those who do not have English as their first language, the English Language Teaching Unit (ELT). You can register with Study Skills Service (Contact on Ext: 4064/4062 or Email: [studyskills@strath.ac.uk](mailto:studyskills@strath.ac.uk)) to be notified about the courses they run. Details on the services offered to students by Student Development can be found at:

<http://www.strath.ac.uk/studyskills/>

ELT run courses in both the first and second semester, which are aimed at improving written and oral English language skills. Students can obtain further details from at:

<https://www.strath.ac.uk/studywithus/englishlanguageteaching/in-sessionalgeneralenglishenglishforacademicpurposes/>

## **4.11 Publications and Conference Attendance**

You are encouraged to consider publication of suitable work in professional journals, etc., and assistance can be given to you to prepare such work. Staff, are involved in various ways with many professional journals and publishers and will be happy to advise you. You are also encouraged to attend relevant conferences, details of which are displayed on the notice boards. Many of these conferences have a special student rate.

## **5. Student Support Outwith the Department**

The University has a wide range of services to help you during your course of study. These are listed below together with the URL of their respective web sites. Please do not hesitate to contact any of them if you need to.

### **5.1 Advice Hub**

Advice Hub is the Union's free independent advice and support centre, which can assist you with any personal, financial and academic problems, as well as helping with stress and any queries you may have in a confidential manner.

<https://www.strathunion.com/advice/>

### **5.2 Careers Service**

#### **Your Careers Service, Your Future**

[www.strath.ac.uk/careers](http://www.strath.ac.uk/careers)

Stephen Smith is the Careers Adviser to the Faculty of Science. You will get to know him through Careers talks during the year in the Department and through events, and activities, in the Careers Service.

### **5.3 Learner Development Service**

Learner Development provides teaching, advice and guidance to undergraduate and postgraduate students. Details of formal and informal activities, and access to a range of useful handouts relating to developing your study skills are provided.

[https://www.strath.ac.uk/studywithus/strathlife/academicsupport/](http://www.strath.ac.uk/studywithus/strathlife/academicsupport/)

### **5.4 Centre for Sport and Recreation**

The Centre for Sport and Recreation offers a range of facilities including weights, exercise classes, conditioning, squash and swimming.

<http://www.strath.ac.uk/sport/>

### **5.5 Chaplaincy**

The Chaplaincy Centre in John Street offers hospitality to those of all faiths and none.

[https://www.strath.ac.uk/studywithus/ourcampus/whatsoncampus/faithspiritualitysupport/](http://www.strath.ac.uk/studywithus/ourcampus/whatsoncampus/faithspiritualitysupport/)

### **5.6 Childcare**

The Childcare Fund may be able to help Scottish-domiciled full-time students with the costs of their formal/registered childcare costs\*. Formal childcare includes registered childminders, after-school clubs, day care, sitter services and providers of pre-school and education. Application forms are available from:

[https://www.strath.ac.uk/studywithus/scholarships/childcarefund/](http://www.strath.ac.uk/studywithus/scholarships/childcarefund/)

### **5.7 Students with Disabilities**

The University is committed to providing an inclusive learning and working environment for disabled people. If you have, or think you have, a disability we encourage you to disclose it as soon as possible. Declaring your disability will enable you to access any additional support that you may need and help to ensure you become a successful

student. The information you provide will be treated as confidential and will not be shared with other staff without your consent.

The University has a dedicated Disability Service that offers specific advice, information and assistance to disabled students, including information on the Disabled Students Allowance (DSA). Further information is available from the website:

<https://www.strath.ac.uk/professionalservices/disabilityandwellbeing/>

In addition, each academic department/ school (for HaSS) has at least one Departmental Disability Contact (DDC), who act as a first point of contact for disabled students. The Departmental Disability Contact list is available on the website at:

<https://www.strath.ac.uk/professionalservices/disabilityandwellbeing/disabilitysupport/informationforstaff/departmentaldisabilitycontactddcrole/>

Please inform your course tutor, the DDC or a member of the Disability Service of your needs as soon as possible.

Email: [disabilityservice@strath.ac.uk](mailto:disabilityservice@strath.ac.uk)

Telephone: 0141 548 3402

<https://www.strath.ac.uk/professionalservices/disabilityandwellbeing/>

If you experience an issue with physical access anywhere on campus, please email: [physicalaccess@strath.ac.uk](mailto:physicalaccess@strath.ac.uk) where a member of Estates staff will be able to help.

## **5.8 English Language Teaching Unit**

The English Language Teaching Unit offers a range of In-Sessional English Language support classes for students and scholars at Strathclyde University whose first language is not English. The courses aim to help students improve the English they need both for studying and for everyday communication.

<https://www.strath.ac.uk/studywithus/englishlanguageteaching/in-sessionalgeneralenglishandenglishforacademicpurposes2022-2023/>

## **5.9 International Student Support Team**

The International Student Support Team provides a range of support services for international students.

<https://www.strath.ac.uk/studywithus/internationalstudents/whileyourehere/internationalstudentsupportteam/>

## **5.10 Students' Union**

The Students' Union and shop are located in the Learning and Teaching Building. The Union has bars, banks and recreation facilities and the shop provides a wide range of stationery and other items.

<https://www.strathunion.com/>

## **5.11 Student Counselling**

Student Counselling provide a confidential service for undergraduate and postgraduate students at the University of Strathclyde, available at any time during your university career.

<https://www.strath.ac.uk/professionalservices/disabilityandwellbeing/>

## **5.12 Student Health Service**

The Student Health Service Nurse can assist in promoting positive health and wellbeing by providing advice and information on looking after your health. We provide support with health-related issues, assistance to access other professionals and advice on a range of health issues, minor illness and common ailments.

**Please note:** it is very important that all students should be registered with an external doctor (General Practitioner or GP). The Student Health Service can help you to find a conveniently-located GP if you have yet to register.

Please contact Student Health, Monday to Friday, for health information and advice, support accessing NHS Services.

<https://www.strath.ac.uk/professionalservices/disabilityandwellbeing/generalhealthsupport/>

## **5.13 Student Support Services**

Student Support Services provide a range of assistance and support including money matters, and health and wellbeing.

<https://www.strath.ac.uk/sees/studentsupportwellbeing/>

## **5.14 StrathLife**

Strathlife provides information about Registration, Support Services, Studying at Strathclyde and living in Glasgow. This also feeds directly into the Strathclyde app, which can be downloaded on your smartphones/tablets by searching 'Strathclyde' in your app store.

<http://www.strath.ac.uk/studywithus/strathlife>

## **6. University Policies and Procedures**

The University has established a number of policies on matters relating to your period of study here. Some of the key policies are listed below and you are advised to familiarise yourself with these as appropriate.

### **6.1 Computing Regulations**

The *University Policy on the Use of Computing Facilities and Resources* is available at:

[https://www.strath.ac.uk/media/ps/its/its-software/University\\_Policy\\_on\\_the\\_Use\\_of\\_Computing\\_Facilities\\_and\\_Resources.pdf](https://www.strath.ac.uk/media/ps/its/its-software/University_Policy_on_the_Use_of_Computing_Facilities_and_Resources.pdf)

### **6.2 Data Protection Act**

The Act limits the way in which students can be informed of marks, etc. Marks and feedback on coursework will only be provided by sealed letter to the named individual. Marks and decisions on progress cannot be given over the telephone. For full details of the University's Data Protection policy see:

<https://www.strath.ac.uk/whystrathclyde/universitygovernance/accesstoinformation/dataprotection/>

### **6.3 GDPR and Freedom of Information Act**

Under the Freedom of Information (Scotland) Act 2002, each public authority must have a Publication Scheme in place. The purpose of a Scheme is to provide information proactively in an easily accessible form, so that people can access it without having to make an individual request. The Scheme sets out what classes of information the authority publishes or intends to publish, how the information is made available and whether there is a fee for the information. The University of Strathclyde has adopted the Model Publication Scheme for Scottish Universities and the University's own Publication Scheme has been in place since 1st September 2004. For information on the scheme and how to make an FoI request see:

<https://www.strath.ac.uk/whystrathclyde/universitygovernance/accesstoinformation/freedomofinformation/requestinginformation/>

### **6.4 Equality and Diversity**

The University of Strathclyde is committed to achieving and promoting equality of opportunity in the learning, teaching, research and working environments. We value the diversity of our students and support the development of mutual respect and positive relations between people. The University has in place Equality Outcomes, which meet the requirements of the Equality Act 2010.

If you have any queries, please bring these to the attention of staff or the University's Equality and Diversity office.

Email: [equalopportunities@strath.ac.uk](mailto:equalopportunities@strath.ac.uk)

Telephone: 0141 548 2811

<https://www.strath.ac.uk/whystrathclyde/equalitydiversity/>

## **6.5 Fire**

Students should familiarise themselves with fire exits in any of the buildings, lecture theatres and laboratories that they use. The fire alarm is a loud continuous siren. The drills to be followed in the event of a fire are mandatory:

- Evacuate the building immediately through the nearest exit.
- Do not stop to collect belongings.
- Do not use lifts. Use the stairs.
- Keep well away from the building and allow a clear route for the emergency services.
- Do not re-enter the building until instructed by the Security staff.

If you discover a fire telephone security on internal extension number 2222, report its whereabouts and then evacuate as above.

## **6.6 Health and Safety**

If you are involved in an accident or incident on University property or if you observe an unsafe situation of practice, please inform the department office on Level 11 as soon as possible.

First aid can only be administered by trained members of staff and can be obtained from Security Wardens. The University's emergency internal telephone extension is 2222.

### **University of Strathclyde Health and Safety Policy Statement**

The University is committed to ensuring, so far as is reasonably practicable, the occupational health, safety and welfare of all of its staff members and those affected by its activities including students, visitors, contractors and members of the public. The following represents the University's general statement of policy:

1. The University will establish and maintain an effective occupational health and safety management system to enable it to meet with relevant statutory obligations, to ensure a culture of continual improvement and one, which strives towards attainment of a world class standard.
2. It will establish an effective organisational structure for implementing this Policy and for integrating occupational health and safety arrangements with other general management systems relating to the University's undertaking.
3. The Executive Team will demonstrate leadership in occupational health and safety, leading by example, and ensuring managers at all levels fulfil their responsibilities in managing health and safety.
4. Occupational health and safety arrangements will be provided to enable the delivery of objectives in a way that protects the occupational health and safety and welfare of the University's community.
5. The University will ensure that staff, are properly consulted in all essential aspects of occupational health and safety. To this end, the University encourages partnership working with both Trade Union and employee appointed safety representatives.
6. Through excellent risk management practice, the University will aim to minimise occupational health and safety risk.

7. The Policy and arrangements will be communicated to all staff and other relevant persons working under the control of the University to ensure they are made aware of their individual responsibility.
8. All staff and students are required to take reasonable care for their own health and safety and that of others who may be affected by their acts or omissions and to co-operate with the University in the performance of its statutory duties.
9. The University will provide occupational health and safety information, instruction and training relevant to the responsibilities and needs of University staff to support them in their work.
10. Occupational health and safety advisers will be engaged, to provide competent advice to both the Executive Team and the University community, proportional to the level and complexity of activities associated with the University's undertaking;
11. A suitable provision of resources will be in place at University, Directorate, Faculty and Departmental level to ensure that occupational health and safety measures can be implemented.
12. The University will set objectives annually and both monitor and review its performance.
13. The Policy will be reviewed every three years and the written arrangements will be kept under review on a regular basis and changed or updated as necessary.

Full details can be found at:

<https://www.strath.ac.uk/safetyhealthwellbeing/>

## **6.7 Mobile Phones**

Please make sure that mobile phones are switched off during any examinations, lectures, tutorials, or in the library, computer laboratories and study areas. You are not permitted to have a mobile phone at your desk during any examination.

## **6.8 Classroom Protocol**

At the University, we are committed to providing a safe learning environment where dignity is respected and discrimination or harassment does not occur on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. No student should intentionally be made to feel threatened or excluded from class participation.

You are reminded of your responsibility for the duration of your studies by showing respect to fellow classmates and staff by remembering the following protocol:

- Attend all scheduled lectures/seminars and/or practical sessions such as labs, including any additional learning and teaching sessions.
- Arrive on time and remain in class until the end of the session. If you need to leave early for any reason, please notify the tutor at the beginning or prior to the class.
- Do not disrupt the class by habitually coming in late or coming and going from the classroom during the session.
- Refrain from consistently interrupting another speaker and listen to the ideas of others with respect. Do not be rude or make personal attacks on individuals during group discussions.
- Do not bring food into the classroom, other than for medical reasons, e.g. diabetes. Beverages may be permissible at the tutor's discretion if the room utilisation rules allow.

- Inform tutors of specific requirements for example the need to perform prayers for practising students of diverse faiths.
- At any course related external visit you are acting as ambassadors of the University and are reminded to act as such.
- Refrain from smoking on premises as this is prohibited in all University buildings.
- Follow emergency instructions and health and safety procedures.
- Should you have any concerns please bring them to the attention of your tutor and/or appropriate University staff.

## 6.9 Security

Regrettably security is a problem at times within the University and you are advised to look after your personal possessions with care and not to leave them unattended. If you plan to stay in the University buildings after 18.00 in the evening you must be in possession of the appropriate security card to giving you permission to do so. These cards are available from Systems Support, via online application, here: <https://local.cis.strath.ac.uk/wp/utilities/> This is for your own protection. Buildings are locked at 22.00 at night and working after this time is only permitted if you have a duly authorised card. Any suspicious circumstances/persons should be reported to Security Control on extension 3333. You should carry your student registration card with you at all times as a means of identification.

## 6.10 Smoking

The University, in compliance with the Smoking, Health and Social Care (Scotland) Act 2005 which prohibits smoking in enclosed public spaces, has agreed the following policy:

Smoking is prohibited:

- Within all University buildings.
- Within all vehicles owned and operated by the University.
- Within leased vehicles used during University business.
- Within 15 feet (4.6m) of any University building entrance, doorway or stairs or covered area where this distance is within University property.

Staff, students and visitors are asked to take a responsible attitude to ensure areas are kept litter free and they do not stand in close proximity to open windows.

Further information on the University's smoking policy can be found at:

[https://www.strath.ac.uk/media/ps/safetyservices/campusonly/localrules/2015.\\_02.20\\_Amended\\_No\\_Smoking\\_Local\\_Rule.pdf](https://www.strath.ac.uk/media/ps/safetyservices/campusonly/localrules/2015._02.20_Amended_No_Smoking_Local_Rule.pdf)

## 6.11 Student Complaints

The revised *Student Complaints Procedure* was approved by Court and Senate in May/June 2007 with the aims of:

- Streamlining the existing procedure and making it more transparent to both students and staff.
- Reflecting the devolved structure of the University by ensuring that there is appropriate local responsibility for resolving student complaints.

- Putting the emphasis on prompt resolution of complaints rather than on apportioning blame.
- Ensuring that deficiencies in service identified via this procedure are quickly rectified.

The Chief Operating Officer has overall responsibility for the *Student Complaints Procedure*. Student feedback, both positive and negative, is very much valued by the University and is used to drive improvements to the service offered to students. Feedback is collected in a variety of ways (such as staff/student committees, student representatives, course and class questionnaires). The *Student Complaints Procedure* is distinct from the regular process of student feedback.

Sections 1-4 of the *Student Complaints Procedure* explain how students, individually or collectively, may pursue a complaint about a service provided by the University. This may be dissatisfaction with an administrative or academic support service (e.g. catering, library, registry, residences, etc.), or with an aspect of academic provision (e.g. teaching, supervision, or other academic service).

Where your complaint involves parties outwith the University (e.g. placement hosts or collaborating institutions) and where your involvement with that party is the result of a compulsory element of your course, the University will take your complaint forward on your behalf. In such cases, it may be necessary as part of the investigation to follow the complaints procedures of the third party concerned which may have implications for the timescale for dealing with your complaint.

The University recognises that some students may need to present complaints and receive responses and other information about their complaint in a format appropriate to their needs. The University also recognises that some students may need additional time to complete the different stages of the complaints procedure. Staff should be sensitive to the needs of these students.

Complaints about the behaviour towards you of an individual member of staff or fellow student (e.g. bullying or harassment) should be pursued under the University's policy on Dignity and Respect in the Work Place.

Decisions of Boards of Examiners are not open to review under this complaints procedure.

Appeals against decisions of Boards of Examiners should be pursued via the Academic Appeals University of Strathclyde Procedures and Guidelines for Student Complaints (see Section 2.6 of this *Handbook*).

Complaints against the University of Strathclyde Students' Association are dealt with by a separate procedure (Section 5 of the *Student Complaints Procedures*).

You can obtain advice and guidance on all these procedures (including advice on which procedure to follow) from the Governance, Management and Policy Team, the Student Support Services (including the Disability Service and the Student Advisory and Counselling Service) or the University of Strathclyde Students' Association (USSA). All of the above may also be able to provide help in formulating and presenting a complaint.

## **6.12 Fire Alarms and Evacuation**

### **Raising the Alarm**

If you discover a fire, raise the alarm manually by operating the nearest fire alarm break glass call point, which are generally located in foyers, landings, corridors and final exit doors.

### **Evacuation**

On the continuous sounding of the fire alarm staff shall evacuate by the nearest safe route to the planned assembly area. The assembly area for the Livingstone Tower is Rottenrow Gardens opposite the main entrance to the building on Richmond Street.

You should leave the building via the stairwells; lifts should **not** be used for evacuation, unless specifically designed for the purpose (see below).

### **Students with disabilities**

In the event of an emergency, (e.g. a fire alarm) mobility impaired persons should progress immediately to the nearest place of refuge (temporary waiting area), located on all appropriate levels at lift lobbies within the upper levels of the building. Once at the refuge, register a call on the Emergency Voice Communication System (EVCS). Instructions for use are detailed at each place of refuge. Wait for your call to be answered and follow any instructions given.

You will then be collected from your place of refuge in the Evacuation Lift by a member of Security and taken safely outside the building. This lift has special features inbuilt enabling it to be used as an evacuation lift.

In the event of the lift being unavailable for any reason, you may alternatively be taken outside via the adjacent staircase by use of an Evacuation Chair.

## **6.13 Student Discipline Procedure**

The purpose of the *Student Discipline Procedure* is to regulate student behaviour in order to secure the proper working of the University in the broadest sense. In support of this goal, students are expected to conduct themselves at all times in a manner which

1. Demonstrates respect for staff, fellow students, and University property;
2. Enhances the reputation of the University;
3. Is sensitive to a culturally diverse environment; and
4. Demonstrates active engagement in the learning process, a commitment to university-level study, and determination to succeed.

A breach of discipline is, for the purpose of these procedures, called a "disciplinary offence", and this will include, but not be limited to, failure to observe all University rules and regulations including any local regulations for the governance of Academic Faculties,

Schools/Departments, the University Library, Professional Services Directorates, and University Residences. The essence of an offence under this procedure is improper conduct or improper interference, in the broadest sense, with the proper functioning or activities of the University, or those who work or study in the University. It also includes conduct which otherwise damages the University, reputationally or materially. Failure to

adhere to the requirements of any policies, notices or codes of conduct that the University may, from time to time, introduce may also constitute a disciplinary offence.

For fuller details please consult the *Student Discipline Procedure* that can be downloaded from:

<http://www.strath.ac.uk/staff/policies/academic/>

# **Appendix 1 - Sample Coursework Specification**

**University of Strathclyde**  
**Department of Computer and Information Sciences**  
**MSc in Strategic Information Systems**  
**CS987 - The Technology Landscape**  
**Assignment 1**

## **Aims**

The aims of this assignment are to:

- Familiarise students with ICT research and evaluation procedures.
- Promote an appreciation of the strategic role of information and communication technologies (ICT).

## **Learning outcomes**

After completing this assignment you will have gained experience of:

- Concisely summarising the key functionality and application of ICT.
- Researching future ICT trends and developments
- Identifying and evaluating ICT benefits and challenges.
- Identifying ICT implementation considerations.

## **Brief**

Prepare a management briefing paper on one of the ICT topics listed below. You are required to provide, in terms suitable for senior managers (not necessarily from ICT backgrounds): a breakdown of the key components, functionality and current applications (including associated technologies and standards); identification and evaluation of organisational benefits; a review of major industry trends including a forecast of future developments; and the identification of implementation considerations and challenges. Select from the following topics:

- Desktop Virtualisation
- Biometric Security
- Grid Computing

## **Marking criteria**

The following criteria will be used when marking your assignment:

- Identification of key components, functionality and current application, including associated technologies and standards (30%).
- Identification and consideration of key organisational benefits (30%)
- Identification of industry trends and consideration of future developments (15%).
- Identification of implementation considerations and challenges (15%).
- Presentation, structure, and proper citation of references (10%).

## **Format**

This is an individual assignment of 3500 words (+/- 10%). Please provide a word count, which excludes title page, ToC and references.

**Contribution to overall marks**

This assignment represents 50% of the marks for this class.

**Due date 25<sup>th</sup> November 2022**

## **Appendix 2 – PGT Request for Continuation of Studies Form**

**University of Strathclyde**  
**Department of Computer and Information Sciences**  
**PGT Continuation of Studies Request Form**

**Course:**

**Student name:**

**Registration number:**

**Reason for request for continuation of studies (student to complete; please attach any supporting documentation):**

**Summary of progress to date and contact/meetings with supervisor:**

**Student signature:**

**Date:**

Students are reminded that if there are any circumstances, which may have materially affected their studies then they must notify Registry. Notification and supporting evidence should be submitted through the *Personal Circumstances* section on *Pegasus*.