

University of
Kent

STAGE 1 HANDBOOK

2008/09

BUSINESS INFORMATION TECHNOLOGY
BUSINESS INFORMATION TECHNOLOGY WITH A YEAR IN INDUSTRY
INFORMATION TECHNOLOGY
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FACULTY OF SCIENCE, TECHNOLOGY AND MEDICAL STUDIES



THIS HANDBOOK SHOULD BE BROUGHT WITH YOU TO THE UNIVERSITY

STAGE 1 HANDBOOK

2008/09

Introduction

Welcome to the Computing Laboratory! We hope that you will find your chosen degree programme both challenging and interesting. This handbook contains information that will be of use to you throughout your first year at the University. You will be able to find further information about the department and the modules you will study on the Department's Web pages beneath the following URL

<http://www.cs.kent.ac.uk>

You will see from the enclosed information that a programme of talks and activities has been arranged during the week before the start of term. These activities aim to provide you with information about the University and the facilities available to you as well as an introduction to the department, some of the staff who will be teaching you and what you need to do once the teaching term starts.

In any programme, communication is important. Notices and general information are regularly posted to the department forums – <https://forum.cs.kent.ac.uk>, which you will be expected to read on a regular basis, in addition to the Laboratory Web pages. Electronic mail is an important means of communication throughout the University and beyond, so you may also receive electronic mail from class supervisors, lecturers, or your tutor. Information is also displayed on notice boards in the Medway Building, Medway Campus, Pembroke. Please check these regularly. An SMS text alert subscription service is also available to students (see section 3.5 of this handbook for more information).

Section 1 of this handbook provides information on the material you will study in your first year whilst section 2 provides information on useful contacts both within the department and elsewhere in the University.

We try to create a friendly environment in which to study, so always feel free to ask for help whenever you get stuck.

Bob Keim
G1-10 Gillingham Building
Tel Extn: (01634 88) 8943
email: R.G.Keim@kent.ac.uk

The information contained in this Handbook was correct at the time of going to print. The University, however, reserves the right to modify or cancel any statement in this Handbook (including the addition, withdrawal or restructuring of modules and programmes of study) at any time without prior notice.

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Term Dates

2008/09

Term	Start	End	Weeks
Autumn	29 September 2008	19 December 2008	1–12
Spring	19 January 2009	10 April 2009	13–24
Summer	11 May 2009	19 June 2009	25–30

2009/10

Term	Start	End	Weeks
Autumn	28 September 2009	18 December 2009	1–12
Spring	18 January 2010	9 April 2010	13–24
Summer	10 May 2010	18 June 2010	25–30

OPENING HOURS

Medway Building, Medway Campus, Pembroke is open from
9am to 9pm Monday to Friday and from 10am to 3pm Saturday

1 Stage 1 Programme

1.1 Stage 1 Programme of Study

The University operates a ‘credit framework’ for all its taught programmes of study. Detailed information on the credit framework may be found in Section 1.1. You are advised to read this.

The degree for which you have registered (eg BSc (Hons) Business Information Technology) is called a “**Programme of Study**”. Each Programme of Study has three **stages**:

Stage 1 = First Year

Stage 2 = Second Year

Stage 3 = Final Year

Students registered for a four-year programme, involving a year on an industrial placement or abroad, will take this year (“Stage S”) between Stages 2 and 3.

You must achieve the requirements of each stage before progressing to the next. The requirements for Stage 1 are set out in Section 7.

For each stage a programme of study is divided into modules each worth 15 credits or multiples thereof. During each Stage you are required to take a total of 120 credits. Each module has a code consisting of two letters followed by three digits. Each module has a convenor who is responsible for co-ordination of delivery of the module. Several lecturers may teach on one module. Each module is assigned a level. For undergraduate programmes these are:

Level C : Certificate

Level I : Intermediate

Level H : Honours

Most Stage 1 modules are assigned to Level C.

Stage 1 extends over the three terms of the first year. There are two 12-week teaching terms: Autumn and Spring and one 6-week term for examinations (Summer). The eight modules of study for each programme are designed to provide the basic knowledge and techniques required for the subsequent stages of your programme. Each module is intended to represent the same amount of work overall, although the balance between lectures, classes and laboratories, and between coursework and examination will vary from module to module. Stage 1 is a preparatory and formative year. Overlap with some work you have done previously is possible, but other new and stimulating topics should be discovered. At the end of the year you will need to pass a qualifying hurdle to progress to Stage 2 of your chosen Programme of Study.

Each programme of study offered by the University has an approved Programme Specification. The specification for programmes covered by this handbook may be found at:

<http://www.kent.ac.uk/stms/staff-student/prog-specs.html>

Module Requirements

The module requirements are set out in Section 1.3.

You will be given two opportunities to change Stage 1 modules:

At the programme meeting prior to the start of term

Week 2 of the Autumn Term – 15 credit or

Week 3 of the Autumn Term – 30 credit

2.2 Laboratory and Faculty Officers

2.2.1 UoK Medway

Director of Studies, Computing Laboratory	Mr Roger Sutton	C.R.Sutton@kent.ac.uk
Lecturer and Senior Tutor, Computing Laboratory	Dr Bob Keim	R.G.Keim@kent.ac.uk
Lecturer	Dr Yang He	Y.He@kent.ac.uk
Lecturer	Dr Gareth Owen	G.H.Owen@kent.ac.uk

2.2.2 UoK Canterbury

Title	Name	Email
Head of Department:	Professor Simon Thompson	S.J.Thompson@kent.ac.uk
Senior Tutor (Canterbury)	Janet Carter	J.E.Carter@kent.ac.uk
Industrial Placement Co-ordinator:	Sarah Shackleton	csplacements@kent.ac.uk
Head of Teaching:	Gerald Tripp	G.E.W.Tripp@kent.ac.uk

2.3 Tutors, Help and Guidance

Everyone is assigned a personal tutor for the duration of their course at Kent. You will meet them at the start of the academic year, and you must ensure that your tutor has details of your local address and telephone number. We hope that the tutor/tutee relationship develops over the period of your course. Your tutor is the person to whom you should go first for help with any problems which you meet, whether academic or personal. You should feel free to seek his or her advice and help whenever you think you are faced with a problem that is affecting your life at Kent. Further information on the tutorial system may be found in Section 3.

A session will be set aside for you to meet your tutor in the week prior to the start of term. You can find out the name of your tutor by consulting the student lists which will be posted on the departmental bulletin boards, the Medway Building. You can use the information in Section 13 of this Handbook to ascertain your tutor's name and the location of his or her office. You should go to one of the course tutors if any of the following applies to you:

- n Your name does not appear on an appropriate student list;
- n You do not have the correct module codes alongside your name;
- n The initials of your tutor do not appear on the list;
- n You believe the information on the list to be incorrect.

Each Department has a Senior Tutor whose principle role is a co-ordinating one. Senior Tutors normally operate behind the scenes dealing, through the tutors, with such matters as intermissions. The Senior Tutor is also available to help if, for example, you cannot find your own tutor when an urgent problem arises. The Senior Tutor for computing programmes at Medway is Bob Keim.

Lecturers, supervisors, and others concerned with teaching particular aspects of your course, will always help with specific problems about your course. Although general academic problems should be discussed with your tutor, you are also welcome to talk directly to the Director of Studies, Roger Sutton.

The Computing Laboratory is part of the Faculty of Science Technology and Medical Studies. The Dean of the Faculty has a general responsibility for the Faculty's affairs. You are likely to find it quicker and better to deal through the 'normal channels' sketched above, but the Dean is always willing to talk over matters with anyone who feels that s/he might be of help.

Within the University there are various other sources of help and advice available to you. The most obvious of these is your College, and particularly the Master, who will always be willing to listen in confidence to any problems you may have. In addition, do not forget the existence of the Student Counsellor, the Chaplaincy, the Students' Union, the Learning Resources Centre (see below), the Careers Service, the Accommodation Officer and various other members of the Registrar's staff who are

willing to help wherever they can. The last thing we wish to do is create an impression that all students have nothing but problems, but it would be equally idle to pretend that nobody ever experiences difficulties. It is likely that many of the problems you meet will have arisen before, and even more likely that there is somebody in the University who could help you surmount them.

2.4 Staff/Student Liaison

Your views on your courses are important to us. By working together we help to improve the quality of learning and teaching to the benefit of all, staff and students. If you have any concerns or have suggestions for improvement to offer, don't keep them to yourself, but let us know as soon as possible. Even if you feel that any change will be too late for you to benefit, cohorts in future years will be grateful to you. There are several ways you can give feedback and these are explained at:

<http://www.cs.kent.ac.uk/teaching/student/feedback.local>

Students elect representatives annually to represent the views of the year group on each programme of study. These students sit on the Information Technology Executive, and representatives are chosen to sit on the Computing Board of Studies, Faculty Learning and Teaching Committee and Faculty Board.

Matters raised by students are dealt with informally as they arise or they may be raised at the Committee, which meets once each term.

The Executive aims to provide a constructive interface between the Department and students aimed at improving:

1. the delivery of programmes and courses;
2. the quality of student feedback;
3. action times on dealing with problems such as access to facilities, delays in marking, overload problem, etc.

2.5 Student Learning Advisory Service

The Student Learning Advisory Service (SLAS) is part of the Unit for the Enhancement of Learning and Teaching. This is a free, friendly advice service providing guidance and information on all aspects of effective learning and study skills to ALL students (from all subject disciplines and subject levels) from the minute they arrive at the university until they finish their studies. The service provides academic advice and guidance for students interested in strengthening their study skills or who wish to discuss a specific study problem. This is provided in addition to the subject-based support available within Departments. The Service also works in close partnership with academic departments in many of its initiatives and collaborates with other constituencies of the university e.g. associate or partner colleagues. We offer the following:

Individual and confidential advice and study guidance

on topics such as time management, essay and report writing, effective reading and note-taking, revision and exam techniques, organisational skills and issues such as motivation and concentration.

Maths and Stats Support

In partnership with IMSAS, we provide mathematics support for our students. If you wish to obtain specific and individual support, we offer two services: Stats Helpdesk and Maths Helpdesk.

Additional help with writing:

We work in collaboration with two Royal Literary Fund Writing Fellows (RLF) at both Canterbury and Medway. They are there to help students with any aspect of their writing.

PROGRAMMES

Workshops: Each term, in partnership with the Library and Information services, we offer a series of generic workshops on study skills that students from all levels and departments can attend. Please check our website: <http://www.kent.ac.uk/uelt/learning>

Additional exam support/ VALUE programme: A programme for Stage 1 students who are concerned about transferring to Stage 2 of their studies.

VALUE MaP: A programme for mature and/or part-time students which is run as a series of Saturday

workshops on effective study on the Canterbury, Medway and Tonbridge campuses

LEARNING RESOURCES

We have a range of leaflets and books on study skills and techniques. Please note that the Student Learning Advisory Service is a wheelchair accessible venue, and this applies to all events we run. If you have any queries about making full use of our resources and services, please contact us; we will be glad to help. Of the many books on study techniques that are available, you may wish to buy or borrow one or more of the following to help you off to a good start:

- | | |
|-----------------------------|--|
| Creme, P. & Lea, M. (1997) | <i>Writing at University, a Guide for Students</i> . Buckingham: Open University |
| Cottrell, S. (2003) | <i>The Study Skills Handbook</i> . London: Palgrave (useful for all Students; mature studies and students with dyslexia will find this especially useful). |
| Greetham, B. (2001) | <i>How to Write Better Essays</i> . Basingstoke: Palgrave |
| Northedge, A. (2005) | <i>The Good Study Guide</i> . Milton Keynes: Open University |
| Peck, J. & Coyle, M. (1999) | <i>The Student's Guide to Writing, Grammar, Punctuation and Spelling</i> . London: Macmillan |
| Rose, J (2001) | <i>The Mature Student's Guide to Writing</i> . Basingstoke: Palgrave |
| Tracy, E. (2002) | <i>The Student's Guide to Exam Success</i> . Buckingham: Open University. |

Online resources:

Online study skills guides

Contact Information		
	Canterbury	Medway
Where:	UFLT (between the banks and the Grimond Building)	Study Skills Helpdesk Drill Hall Library, Pembroke Campus
Open:	Monday –Friday 9.00am–5.00pm	Monday – Friday 9.00 am – 4.00 pm
Phone:	Ext. 4016 direct line 01227 824016	or 01634 888884
Email:	learning@kent.ac.uk	learning@kent.ac.uk
Web site:	http://www.kent.ac.uk/uelt/learning	

2.6 Buying a PC

Whilst it is not a requirement, many students who are taking a degree with a major component of Computing find it useful to own their own PC or laptop. We are unable to recommend any particular brand of computer but most of our students use one running Windows Vista with at least 1GB of RAM

2.7 Text Books

We recommend that you do not purchase course books in advance of your arrival. Lecturers will give advice on the most important texts at the start of a module.

3 Student Support

3.1 Academic Support

The Computing Laboratory provides a variety of support mechanisms for students on its academic programmes.

This statement is concerned with academic support mechanisms; *pastoral* tutorial support is explained

in Section 3.2.

1. Students are encouraged to ask questions by e-mail, and lecturers will in turn reply to these in a reasonable time. Lecturers should make clear to students if they are going to be unable to respond to e-mail because of absence from the university, and should explain how alternative support is to be given.
2. Questions and answers to e-mail enquiries will, when appropriate, be broadcast to all appropriate students, either via the appropriate newsgroup or via an anonymous question page.
3. Where appropriate, students will be given the facility to ask questions anonymously. Questions and responses will be made available to the whole of the student group via the Laboratory Web pages or via the WebCT site.
4. Staff aim to be available for face-to-face meetings with students seeking academic assistance. In order to make this work most effectively, it is helpful for students to make the first contact via e-mail to ask for a meeting time, thus avoiding a wasted trip to the staff member's office.

Staff should arrange such a meeting with the student, or where appropriate with a group of students seeking similar help, within a reasonable period of time. A meeting with a group will be provided in a timetabled slot for extra provision, thus ensuring that all eligible students can attend the session.

5. Students are also advised that the appropriate newsgroups can be used to give rapid support from peers and other year groups.
6. Students are expected to read e-mail and nominated newsgroups daily, and also regularly to check module Web pages. Students are also expected to read anonymous course question pages for assistance before contacting staff members.
7. The arrangements above apply to term time support. Outside term time, more limited support will be available, but students should be aware that staff may be absent from the university on university business or holiday.
8. The laboratory will try to ensure that its Web pages and newsgroups are available to students trying to access the material from off campus.
9. Student grievances about the implementation of these procedures should be discussed with the student's tutor or the Laboratory's senior tutor.

3.2 Tutorial Support: Personal Academic Support System

Each student is assigned a personal tutor. A student can expect the primary emphasis of their tutor's role to be the provision of personal support – both academic and pastoral.

Your tutor will receive reports on your attendance and progress from class and project supervisors, and individual meetings to review progress and for other supervisory purposes will be held at key stages each year. In all cases a record is kept. Students experiencing problems with their studies are encouraged to meet with their tutor more frequently.

Your tutor is the person to whom you should go first for help with any problems that you meet. You should feel free to seek his or her advice and help whenever you think you are faced with a problem whether academic or personal. that is affecting your life at Kent.

In addition the University provides professional support to meet a diversity of needs. Details of this provision may be found in Section 10.3 of this handbook.

3.3 Administrative Support

Please see Section 2.1 for details of office personnel and opening hours.

Functions of the office include:

- n maintaining the computerised Student Data System
- n supervising the handing in, distribution and return of most coursework as well as processing the associated marks,

- n co-ordination of the teaching timetable,
- n processing student transfers of degree programmes and/or modules, registration for examinations,
- n production of student status letters,
- n correspondence with sponsors.

3.4 Student Data System

The University has an on-line Student Data System. The system is accessible by students from the student portal:

<http://www.kent.ac.uk/student/>

It gives you on-line access to the following information:

- n Your lecture and class timetable;
- n Coursework Details: includes assessment deadlines, weightings and other related information;
- n Your marks: you will be able to view your coursework marks as they are entered into the system throughout the year. Examination marks will be available at the end of the academic year once they have been confirmed by Boards of Examiners;
- n The modules for which you are registered;
- n The records of your attendance at compulsory classes;
- n Your end of Stage result;
- n Subscription to the University SMS text alert service (see below)

The system also allows you to view and notify changes to your personal details as held by the University.

The system has a number of facilities to enable you to register on-line:

- n returning registration at the start of a new academic year;
- n examination registration in the Spring Term;
- n Optional modules registration

3.5 Mail/Email/Web/SMS Text Messaging

You are responsible for collecting University communications via your internal mail and e-mail – it is your responsibility to check these sources regularly. You are also expected to read the relevant forums and departmental web pages on a regular basis. The relevant forums are:

ukc.cs.announce
ukc.cs.medway
ukc.cs.cs1

These can be accessed at <https://forum.cs.kent.ac.uk> In some cases individual modules will have a dedicated forum. In addition, information is provided through the programme WebCT Learning Environment.

Official University mail is distributed via pigeonholes in the Computing Laboratory and via Colleges, and should be checked regularly.

An SMS text alert subscription service is available to students via the Student Data System. Students can subscribe, free of charge, via their student data account. The system allows the department to email text alerts (for example change of lecture venues at short notice) to students who have subscribed. Students who do not subscribe will receive an equivalent email message via their Kent account.

3.6 Personal Development Planning

PDPs are an important tool used in industry for people to manage their career advancement, both in terms of providing evidence for people applying for promotion and for identifying future training and development requirements and getting realistic time frames and budgets agreed by employers. Experience of this at university will enable you fully to embrace development opportunities and to think

broadly about where you can get relevant learning and support throughout your careers.

An advantage of an up-to-date PDP is that it will provide evidence of all the core competencies employers now base their recruitment on, enabling you to recognise that your technical degree also gives you wider skills such as teamwork, analytical and problem solving, planning and organisation, etc. The ability to learn new skills quickly is one of the basic reasons that employers target graduates, further technical skills are easily trainable if this foundation is in evidence. This is easily shown if you have an up-to-date PDP when applying for jobs, as well as providing your tutor with more detailed information on which to base any references you may require.

Detailed information on PDP and software to enable you to build up your own PDP is available at:

http://spider.kent.ac.uk/PDP/sitefiles/Keynote_PDP-sitefiles/index.htm

4 Course Changes

4.1 Degree Programme Applications

The Education (Mandatory Awards) Regulations provide that a Local Education Authority can refuse to agree to the transfer of a mandatory award (and thus, in effect, to a student changing his/her programme of study) if either (a) its consent to the change has not been given within 12 months of commencement of the award, or (b) the new programme of study is of longer duration than that for which the student originally registered. In the present financial climate many LEAs are paying greater attention to those provisions in the Regulations (which can reduce their financial liabilities) and there is increasing evidence that consent to such changes may be refused if either of the above provisions have not been met. You are therefore strongly advised to ensure that any change of degree programme is formally approved by your Department, and the LEA informed by you within the 12 month period. It is essential that you contact your LEA to ascertain eligibility for funding before proceeding with any change of degree programme.

Programme changes are normally made prior to the on-line-module registration process in March. To change your programme, you must obtain academic permission from the relevant Director of Studies, and submit a completed Change of Degree form to the Departmental Office.

You are responsible for notifying your funding body of any change by completing a Change of Circumstances form, available at

http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/DG_066544

4.2 Programmes with a Year in Industry

These four year programmes aim to give students early experience of applying their skills in a practical environment. Students follow the same programme of study in Stages 1, 2 and 3 as those registered on the equivalent three year programme, however, the third year is spent on an approved industrial placement as a compulsory and integral part of the degree programme.

Students wishing to undertake this programme must ensure they are registered for it within twelve months of the start of their original registration. Normally this means by the end of the first year.

A placement is a formal part of the degree and students must keep a log of their training and work experience during the year. A report must be written at the end of the placement year which will contribute to the final assessment.

The year in industry will contribute 10% to the final degree classification, consisting of:

- n A final written report: 5%
- n Assessment by the industrial supervisor: 5%

The Industrial Placement Co-ordinator (email csplacements@kent.ac.uk) will assist you in finding a suitable placement but the search effort is primarily down to you. To help with this at the beginning of the second year there will be employer presentations and further specific skills talks following on from the careers project week in Stage 1.

Failure to obtain a placement will result in you reverting to a three year programme. You must satisfy

the requirements of Stage 2 before proceeding to the placement year.

5 Attendance and Coursework

5.1 Teaching Hours

Normal teaching hours are 9.00 am – 6.00 pm on Monday, Tuesday, Thursday and Friday and 9.00 am – 1.00 pm on Wednesday. You should however note that it is on occasions necessary for teaching to take place on Wednesday afternoon or from 6.00 – 7.00 pm on Monday, Tuesday, Thursday or Friday. Due to the dispersal of lecture venues across campus, teaching starts at five minutes past each hour and finishes at five minutes to the hour in order to allow ample time to get from one lecture theatre to the next.

5.2 Timetables

Lecture and class information is available via the Student Data System. Timetables for each module, together with information about laboratory, supervision, seminar, terminal and other classes, will be displayed on the noticeboards in the Gillingham Building, Floors 1 and 4.

Notices relating to changes to the timetable are posted to the newsgroup.

Students with queries about their timetable should, in the first instance, contact Roger Sutton or Bob Keim or speak to reception at UKM Pembroke.

The modules you take in Stage 1 may have associated laboratory, seminar and/or terminal classes. Information on class allocations will be displayed on the timetable noticeboard.

For computing modules the timetable may change termly. A new timetable is issued at the end of the Autumn Term for the forthcoming term.

5.3 Attendance Monitoring and Submission of Work

Attendance at supervisions, project group meetings, seminar, terminal, laboratory and other practical classes is compulsory under the general regulations for students. Attendance at compulsory classes is monitored and recorded on the Student Data System. Students are also required to pursue diligently the programme of study selected from the list of modules as laid down in this handbook. This includes appropriate lecture modules and attendance at lectures may be monitored. In some cases, assessments will be carried out during class time, and the marks obtained here may be used as part of the coursework mark for the relevant module. Students should note that examination questions may relate to material covered in lectures but not necessarily covered in notes handed out or displayed on the Web.

Attendance at Computing lectures will be monitored in order to enable the department to remind students of the importance of attending lectures in support of their learning. Tutors and directors of study will be informed of absences in order to identify where there may be cause for concern in the case of repeated or prolonged absence, for instance, unreported illness. Departmental followup as a result of repeated absence will primarily be with the intention of promoting and recovering student progress, however, repeated absence may be taken as a possible indicator of lack of appropriate diligence when considering disciplinary processes.

You are required to submit all work set by the deadline prescribed.

Module Convenors will determine the deadlines for submission of coursework, extended essays and dissertations, and will inform you of these via the Student Data System. **Please note that** late submission of coursework which is not subject to any concessionary plea will be awarded a mark of zero. Further details at: <http://www.kent.ac.uk/registry/quality/credit/creditinfoannex9.htm>

If you are unable to submit required coursework because of illness or other reasonable cause, you must report the reason without delay to your tutor and the person who set the assessment.

For computing modules it is up to the person who set the assessment, in consultation with your tutor, to decide whether or not to grant an extension. An extension, once granted, cannot be further extended for the same reason that it was originally granted.

Student progress is regularly monitored and failure to fulfil these obligations could, in extreme cases, result in you being required to withdraw from the university (see Paragraph 5.2 of the Regulations for Taught Programmes of Study). A register of attendance is maintained at all seminars, and individual student attendance recorded.

The progress of students in the Faculty is formally monitored. Leaders of compulsory classes and module convenors are expected to draw to the attention of the Director of Studies the situation of students who have academic problems. In the first instance a seminar leader/module convenor will inform the Director of Studies when a student is not attending compulsory classes or is performing inadequately, he/she will check if this is the situation on other modules and may subsequently discuss the problem with the student. It will be made clear to students that attendance at compulsory classes is compulsory and that future absences will be reported to the Director of Studies, who may give advice to the student on academic problems and/or may refer the student to the Student Learning Advisory service in the Unit for the Enhancement of Learning and Teaching, the English Language Unit or other sources of advice or support on academic matters. If the non-attendance or academic problem persists the student will again be informed. The Director of Studies are authorised to use their discretion as to what action is to be taken concerning a reported student after consultation with the Head of Department(s), if appropriate. It may be decided that a student should receive a formal letter of warning indicating the requirements with respect to their pursuit of further study, failure to comply with which may lead to their being required to withdraw from the University.

Full details of the University's academic discipline procedures are contained in the University's Regulations, available on the web at <http://www.kent.ac.uk/registry/quality/regulations/index.htm>

5.4 Project Weeks

For all computing modules, one week of each of the Autumn and Spring Terms will be designated as a Project Week. For Autumn Term modules this will normally be week 7 and for Spring Term modules this will normally be week 21. During a Project Week no scheduled computing teaching activity takes place; there are no coursework deadlines within a Project Week. Instead, activities augmentary to the curriculum are offered. Further information for Project Week will be made available during the year.

5.5 Retention of Coursework

Where coursework is returned via Reception, you will be notified when your assessment has been marked and your work is available for collection. Work that has been marked often contains valuable feedback that will help you improve your understanding of the concepts that have been assessed by an assignment. It is important therefore, that you collect marked work as soon as it is available. Any coursework that has not been collected by the end of the academic year will be destroyed.

Because coursework marks contribute to final module marks you should keep copies of all essays you write. In certain cases external examiners may wish to consult an individual student's coursework; it is therefore advisable for you to keep a folder for each module containing your assessed work. Examiners may ask to see your coursework at the end of Stage 2 and/or at the end of Stage 3; work should, therefore, be kept until the end of Stage 3. If you are required to submit your folder of work you will be notified by the Chair of the Board of Examiners concerned during the Summer Term.

5.6 Illness

If at any time during the course you are ill, you should inform your tutor of the fact, and he or she will then be able to liaise with other staff regarding compulsory classes and/or work required by a deadline. Boards of Examiners are able to consider evidence of illness or other problems but only when these are properly documented. This means, for instance, that you should ask for a letter from a medical practitioner to detail any illness. It is particularly important, therefore, that you make your tutor aware of any difficulties which you may experience. All such evidence is treated as confidential.

6 Intermission or Withdrawal

6.1 Intermission

It is important that you seek help if you are experiencing problems with your studies.

If you seek a period of intermission you are strongly advised to check the financial consequences with your sponsors. It is very important that your sponsor is consulted.

Students take time out from their degree (known as intermitting) for a variety of reasons, mainly personal, but sometimes academic or financial. If you feel you need some time out, go and see your Departmental Senior Tutor or the University Counselling Service. Intermitting does not change the duration of your degree it just gives you the opportunity to take some time away from University should you need to. The University does not encourage students to take longer than normal to complete their studies but is willing to discuss this with you. Whatever is decided you will need to speak to your funding body to ensure that any funding you receive is not affected by intermission.

Intermission is normally given for a complete academic year, or occasionally part of an academic year. Your Departmental Senior Tutor will ultimately be responsible for authorising your period of intermission. However, **no intermission will be granted after the end of student examination/assessment confirmation ie end of Week 15, Friday 6 February 2009.**

Possible reasons for leave to intermit are:

1. **Personal Grounds** - Family or personal reasons (other than illness) prevent you from continuing your studies
2. **Financial Grounds** - Where your financial situation prevents you from continuing your studies.
3. **Medical Grounds:**
 - (a) Absence from the University due to medical or emotional reasons, or other such extenuating circumstances.
 - (b) Illness or extenuating circumstances, which are having a negative impact on your studies.
 - (c) Illness or extenuating circumstances that have interrupted your studies

When the reason for intermitting is medical, medical evidence will be requested from you. Before you return from intermission, you will be required to provide another medical certificate to testify that you are fit to return to your studies.

A few things to remember:

- Intermitting does not change the number of terms you will spend at the University, or your examination results.
- Intermitting is intended to relieve you of a disadvantage, not put you at an advantage to other students.
- You must check funding issues / implications with your Funding Body / the University Finance Office.
- If you subsequently want to change the period for which you have been permitted to intermit, you must seek approval from your Departmental Senior Tutor.
- If you have to go out of residence quickly for medical reasons, make sure you are seen by a doctor at the time so they can give you a medical certificate that reflects the severity of your condition.
- Make sure that you complete a 'Change of Circumstances Form' for your LEA if you intermit.

If you wish to intermit you should discuss the matter with your tutor or departmental advisor in the first instance. Final permission will be granted by the Department Senior Tutor where there are good medical, financial or personal reasons, or where intermission can be shown to be in your academic interests.

PLEASE NOTE THAT IF YOU HAVE NOT HAD PERMISSION TO INTERMIT, YOUR FEES WILL NOT BE ADJUSTED – AND YOU WILL BE CHARGED FULL FEES FOR ACCOMMODATION AND TUITION.

6.2 Withdrawal

If you wish to withdraw you should seek an interview with the Departmental Senior Tutor. To whom you must subsequently write confirming any decision to withdraw. Failure to follow these procedures will result in you being charged accommodation and tuition fees.

7 Examinations

7.1 Registration for Examinations

All students, including those who will not be taking any examination, are required to confirm that they have been correctly registered for modules, examinations and assessments. You will be advised to do this at the start of the Spring term, using your account on the Student Portal. <http://www.kent.ac.uk/student/studying/index.html> If you do not check your registration and assessment details, you are at risk of finding that you are taking two examinations at the same time, or that you are being assessed on the incorrect module.

If you have good cause to request special arrangements to be made for your examinations, you must contact the Examinations Office in the Autumn Term.

7.2 Examinations Timetable

The Examinations timetable is published during the Spring term and is made available on the University Web pages. The written examinations take place in the Summer Term and you may be required to sit examinations on a Saturday.

7.3 The Examinations room

It is important that all students are familiar with the examination instructions for candidates. These are available to view on the Examinations Office web page at:

<http://www.kent.ac.uk/ettoffice/exams/information/information.html>

You should particularly note that

- n you must take your student ID card with you to all examinations as you will be asked to produce your card to get into the Hall and you will be required to display it on the desk throughout the exam.
- n you may not take bags or unauthorised material into the Hall.
- n you may not take food or drink into the Hall, except for documented medical reasons. Water will be available on request.

7.4 Cheating in the Examinations

Regulation 4(ii) of the General Regulations for Students states that 'Except where allowed by the examination instructions, no candidate may introduce into the examination room any book, manuscript or other object or material relevant to the subject of the examination.'

THE UNIVERSITY REGARDS CHEATING OR ATTEMPTING TO CHEAT AS AN EXTREMELY SERIOUS OFFENCE. STUDENTS WHO ARE FOUND TO HAVE CHEATED MAY FAIL THE EXAMINATION OVERALL.

7.5 Calculators in Examinations

You are required to possess a specific calculator of a standard type for use in examinations. When you arrive at the University you will be issued with a calculator of the approved model. This will meet all your requirements during your course. You should note that only the approved issued model will be permitted in the examination hall.

7.6 Dictionaries in Examinations

The use of dictionaries in the examination room is prohibited. However, Departments will ensure that an appropriate member of staff is present for the first fifteen minutes of an examination to answer questions from students. Non-native speakers of English in particular should read question papers carefully and ask about the meaning of words with which they are not familiar during this time.

7.7 Concessionary Evidence

Boards of Examiners are able to consider evidence of illness or other problems when making recommendations for the award of degrees, *but only when these are properly documented*. (See Section 5.6). If you are ill before or during examinations, or suffer from other factors impairing examination performance, or are absent from an examination, you may make written representation to be placed before the Board of Examiners.

Annex 9 of the Credit Framework for Taught Programmes explains the circumstances under which concessionary evidence will be considered and the procedures for submission:

<http://www.kent.ac.uk/quality/credit/index.html>

Concessions applications must be submitted normally no later than five days after the examination to which they relate, or normally before, but no later than the deadline date for the coursework assessment to which they relate.

7.8 Weightings

The assessment of each module normally includes a written examination paper (of between one and three hours duration) and a continuous assessment mark (obtained from coursework, laboratories, etc) for the work you have done throughout the year.

The contribution of coursework and examination to each module varies. The detailed weightings are shown in Table 1 of Section 1.

7.9 Progression

7.9.1 Entry to Stage 2

In order to progress to Stage 2 you must be awarded 120 credits in Stage 1. The means by which each module is assessed is indicated in the table in section 1.2. Section 11 of this handbook describes the Credit Framework in detail and the level you must achieve in order to be awarded credit, including arrangements for compensation, condonement, referral, deferral and trailing. Text in italics below indicates the relevant part of Section 11.

To be awarded the number of credits prescribed for a module (i.e. 15 or 30) you must achieve a mark of $\geq 40\%$ for that module. *Section 11.4.1*

Pass criteria for entry to Stage 2.

Sections 11.4.2, 11.4.3, 11.5.1, 11.5.2

Information Technology

120 credits

Credit by compensation or condonement will not be awarded for module CO331.

Business Information Technology

120 credits

Credit by compensation or condonement will not be awarded for modules CO331.

7.9.2 Classification

For all degree programmes, students who pass Stage 1 and obtain an overall (eight module) average mark $\geq 70\%$ will normally be awarded a Distinction; for a mark of between 60% and 69.9% a Merit will be awarded.

7.9.3 Failure

If you fail one or more modules the Board of Examiners will consider the following options:

- n Condonement (subject to the pass criteria above) *Section 11.4.2*
- n Compensation (subject to the pass criteria above) *Section 11.4.3*
- n Referral *Section 11.5.1*
- n Trailing and Retrieving Credit *Section 11.5.2*
- n Deferral *Section 11.5.4*

Notes: (i) A Board of Examiners cannot compensate any module where a candidate has an overall Stage average mark of less than 40%.

- (ii) Modules which are pre-requisite for the next or later stage of a programme cannot be trailed.

Where a student resits a module or modules, the marks obtained will be used as set out in the table below. Assessment on repeating a module or taking an alternative module following initial failure of a module will be treated as a resit unless it has been agreed, in a particular case, that the result of the earlier assessment should be set aside.

Initial Result	Resit Result	Mark to be used for Award of Credit	Mark to be used for Classification/ Transcript
Fail	Fail	Best Mark	Best Mark
Fail	Pass	Best Mark	Minimum Pass Mark

Notes: (i) The application of condonement, compensation or trailing provisions is limited to a maximum cumulative total of 25% of the credit for any stage.

The provisions for the condonement or compensation of failure or for the trailing and retrieving of credit will be applied only if you have failed modules amounting to 25% or less of the credit for the stage. *Section 11.5.3*

- (ii) The application of the compensation provision is also subject to achieving an average mark for the stage of at least 40% and evidence of achievement of learning outcomes.

Section 11.4.3

Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of Certificate.

7.10 Publication of Results

A transcript showing a breakdown of marks will be sent to candidates at their home address during the Summer Vacation. Results will also be available via the Student Data System and a Pass List will be posted on the departmental noticeboard.

On completion of a degree examination results of successful candidates are normally released to former Schools and to the Press as part of the University's Schools Liaison Policy.

7.11 Appeals Procedures

Appeals procedures can be found as an annex to the credit framework assessment conventions at:

<http://www.kent.ac.uk/registry/quality/credit/creditinfoannex9.htm>

Appeals must be submitted using a form available at

<http://www.kent.ac.uk/stms/examinations/appeals/AppealsForm.pdf>

8 Academic Integrity and Honesty at University

What is academic integrity?

While you are at university, you are expected and required to act honestly regarding the work you submit for assessment in your courses. General Regulation V.3: Academic Discipline states that:

Students are required to act with honesty and integrity in fulfilling requirements in relation to assessment of their academic progress.

General Regulation V.3 specifies that any attempts to:

- cheat,
- plagiarise,
- improperly influence your lecturer's view of your grades,
- copy other assignments (your own or somebody else's) or
- falsify research data

will be viewed as a breach of this regulation.

The full details of this regulation including disciplinary procedures and penalties are available at:

<http://www.kent.ac.uk/registry/quality/credit/creditinfoannex10.html>

Most students do not have any problems understanding the rules and expectations about acting honestly at university, although some are not familiar with academic expectations and plagiarism.

What is plagiarism?

General Regulation V.3 states that plagiarism includes:

reproducing in any work submitted for assessment or review (for example, examination answers, essays, project reports, dissertations or theses) any material derived from work authored by another without clearly acknowledging the source.

In addition, certain departments or subjects may define plagiarism more narrowly.

This means that if you read, study or use any other work in your assignment, you must clearly show who wrote the original work. This is called referencing and correct referencing will help you to avoid accusations of plagiarism.

What is referencing?

Referencing means acknowledging the original author/source of the material in your text and your reference list. Examples of source material which should be referenced include:

- exact words (written or spoken)
- summarised or paraphrased text
- data
- images (graph, tables, video, multimedia etc)
- pictures or illustrations
- ideas or concepts
- theories
- opinion or analysis
- music or other performance media
- computer code
- designs, drawings or plans.

A variety of referencing styles are in use at the University of Kent. Specific style guides can be accessed from your department, library or UELT website.

Good referencing and avoiding plagiarism are pre-requisites to good writing. If you are unsure about essay writing in general or want to make sure that you will receive the good marks you deserve, you can visit the Student Learning Advisory Service based in the UELT building. For details see: <http://www.kent.ac.uk/uelt/learning/index.html>

Departmental Guidance

The Department has published a Frequently Asked Questions guide on Plagiarism and Collaboration and this is available at <http://www.cs.ac.uk/teaching/student/assessment/plagiarism.local>

9 Complaints Procedure

As a student you are entitled to receive competent teaching on all modules you take. The questionnaire you fill in at the end of the module will enable your teachers to pick up suggestions for improvement, and in many cases you will be able to sort out any problems on the spot by talking them through with the teacher(s). However, it does occasionally happen that there are serious grounds for dissatisfaction which can be dealt with only by someone other than the teacher(s) concerned. If you, as an individual or as a group of students, feel that the basic requirements of good teaching are not being met, or that there are other issues to do with a module or its teacher(s) which you feel give grounds for complaint, you should raise the matter immediately. You may want to talk first to your student representative, and ask him or her to convey the complaint to the Convenor, Director of Studies or the Department Senior Tutor.

The Module Convenor is the person who will normally consider any complaint. You may, however, if you wish, take a complaint to the Head of your Department, or to the Dean of the Faculty.

10 Other Information

10.1 Computer Abuse

From time to time there are occurrences of what has become popularly known as 'hacking', i.e. attempting to interfere with the systems within the University or elsewhere or with other users' files. This practice wastes the time of academic and Computing Service staff, and interferes with the freedom of use of computers by others. Students found guilty of this type of offence will be banned from using all computing facilities and will have their files destroyed, regardless of any needs for computing coursework. You are also reminded that you should NEVER divulge your password or allow anyone else to use your system identification number and computing resources.

Computer abuse includes any activity which

- n seeks to gain unauthorized access to the sources of the systems or networks,
- n disrupts the intended use of the systems or networks,
- n wastes resources (people, computer materials, capacity) through such actions,
- n destroys the integrity of computer-based information, or
- n compromises the privacy of users.

Your attention is drawn to the Regulations for the use of Computing facilities contained within the General Regulations Booklet, a copy of which would have been sent to you at the start of your registration. Further information may be found on the Computing Service Web pages:

<http://www.kent.ac.uk/information/services/computing/regulations/kent/regulations.html>

10.2 Laboratory Seminars

Students are very welcome to attend colloquia and seminars. Computing Laboratory Seminars are held on Tuesday afternoons at 16:00 in Room SW101 of the Computing Laboratory at the Canterbury

campus. These usually feature visiting speakers from both academic and industrial institutions. Seminars are arranged throughout the year and details may be found at:

http://www.cs.kent.ac.uk/dept_info/seminars/

10.3 Other Help and Guidance

Students experiencing problems with their course should consult their tutor or the Director of Studies.

Questions about particular modules are often best addressed to the lecturer concerned, or to the module convener, at least to start with. The conveners are identified in the module descriptions.

In addition to the Personal Academic Support System provided by Departments, the University provides professional support to meet a diversity of needs. It is unlikely that you will meet a problem that has not arisen here before; there should be someone who can offer you support and understanding. Services available to students at Medway include:

- n The Student Administration offices at UKM, Pembroke
- n The Unit for the Enhancement of Learning and Teaching (UELТ)
- n UMSA (the United Medway Students Association)
- n Curriculum Access Support Team (CAST) – Pembroke
- n The Library
- n The Computing Service

In addition to the Departmental Student Support mechanisms described in Section 3, the University provides professional support to meet a diversity of needs. It is unlikely that you will meet a problem that has not arisen here before; there should be someone who can offer you support and understanding. Student Guidance and Welfare includes the co-ordination of the guidance and welfare functions of a number of departments and the direct management of:

- The Careers Advisory Service
- The Counselling Service
- The Disability and Dyslexia Support Service
- Equal Opportunities

See: <http://www.kent.ac.uk/guidance/>

Other services available to students include:

The Faculty Office	http://www.kent.ac.uk/stms/
The Accommodation Office	http://www.kent.ac.uk/hospitality/staff-student/accommodation/
Alumni Relations (Communications & Development Office)	http://www.kent.ac.uk/alumni/
The Chaplaincy	http://www.kent.ac.uk/chaplaincy/
The College Masters' Office	http://www.kent.ac.uk/guidance/masters_offices.htm
The Computing Service	http://www.kent.ac.uk/is/computing/index.php
The English Language Unit	http://www.kent.ac.uk/secl/elu/
The Library	http://library.kent.ac.uk/library/
The Medical Centre	http://www.kent.ac.uk/medical/index1.htm
Registry Offices such as the European Office, and the Student Records Office	http://www.kent.ac.uk/academic/
The Finance Division	http://www.kent.ac.uk/registry/finance/
Universities at Medway Students' Association	http://www.kent.ac.uk/student/support/medway.html

You will find information about some of these services in your Admissions Booklet, and also on the various campus notices.

10.4 Modern Languages: Availability of Self-Tuition Facilities

Audio Tapes are available at Canterbury for individual private study in the Private Study Room, situated on the first floor of the Cornwallis North-West building (CNW113) at Canterbury. Please enquire at the Tape Issue Desk (CNW104).

10.5 European Credit Transfer System (ECTS)

The University has adopted the European Credit Transfer System (ECTS) in the context of our participation in the Erasmus programme and other European connections and activities.

10.5.1 What is ECTS?

ECTS, the European Credit Transfer System, was developed by the Commission of the European Communities in order to provide common procedures to guarantee academic recognition of studies abroad. It provides a way of measuring and comparing learning achievements, and transferring them from one institution to another.

10.5.2 ECTS credits

ECTS credits are a value allocated to module units to describe the **student workload** required to complete them. They reflect the **quantity** of work each module requires **in relation to** the total quantity of work required to complete a full year of academic study at the institution, that is, lectures, practical work, seminars, private work - in the library or at home - and examinations or other assessment activities. ECTS credits express a **relative value**.

In ECTS, 60 credits represent the workload of a year of study; normally 30 credits are given for a semester and 20 credits for a term. It is important that no special courses are set up for ECTS purposes, but that all ECTS courses are mainstream courses of the participating institutions, as followed by home students under normal regulations.

It is up to the participating institutions to subdivide the credits for the different courses. Practical placements and optional courses which form an integral part of the course of study also receive academic credit. Practical placements and optional courses which do not form an integral part of the course of study do not receive academic credit. Non-credit courses may, however, be mentioned in the transcript of records.

Credits are awarded only when the course has been completed and all required examinations have been successfully taken.

10.5.3 ECTS students

The students participating in ECTS will receive full credit for all academic work successfully carried out at ECTS partner institutions and they will be able to transfer these academic credits from one participating institution to another on the basis of **prior agreement** on the content of study programmes abroad between students and the institutions involved.

10.5.4 The ECTS Grading Scale

Examination and assessment results are usually expressed in grades. However, many different grading systems co-exist in Europe. Interpretation of grades varies considerably from one country to another, if not from one institution to another.

The ECTS grading scale has thus been developed in order to help institutions translate the grades awarded by host institutions to ECTS students. It provides information on the student's performance additional to that provided by the institution's grade; it **does not replace the local grade**. Higher education institutions make their own decisions on how to apply the ECTS grading scale to their own system.

1. Each institution awards marks/grades on the basis of its normal procedures and system and these marks form part of the student transcript.
2. The ECTS scale is designed as a "facilitating scale" to improve transparency but not to interfere with the normal process of awarding marks within each institution or attempt to impose uniformity. The ECTS grading scale ranks the students on a statistical basis.

3. Within the broad parameters set out below each institution makes its own decision on the precise application of the scale.

ECTS GRADING SYSTEM	
ECTS Grade	% of successful students normally achieving the grade
A	10
B	25
C	30
D	25
E	10
FX	A distinction is made between the grades FX and F that are used for unsuccessful students. FX means: "fail- some more work required to pass" and F means: "fail – considerable further work required".
F	

10.6 Diploma Supplement

The Diploma Supplement is awarded, free of charge, to every student graduating from the University of Kent. This is in addition to the Degree Certificate.

10.6.1 What is the Diploma Supplement?

The Diploma Supplement was developed to provide students with a document that will be attached to a higher education qualification and improve international recognition of academic and professional qualifications (diplomas, degrees, certificates etc).

The supplement provides a description of the nature, level, context, content and status of the studies a student pursued and successfully completed. All graduating students of the University of Kent can apply for a Diploma Supplement. In order to provide greater security of graduation documents - especially for verification by third parties the University has implemented a secure on line service (Digitary) for issuing and validating the European Diploma Supplement.

From the Digitary application students can

- access and print a web page version of their European Diploma Supplement.
- manage the release of their graduation documents to a third party electronically, allowing the third party to verify the information on the University's web site. Removing the need to entrust original documents to the post or to request duplicate copies from the University,

The electronic verification (under access permission granted by the student) removes the need for a third party having to resort to telephone or written confirmation with the University

10.6.2 Why is the Diploma Supplement required?

Countries are constantly updating their qualification systems to encompass new qualifications that arise as a result of technological, political and economic changes. With people now taking greater advantage of work and study opportunities abroad, the need for a means of providing recognition of qualifications has become essential. As a result, further information about the level and function of a qualification is required to provide transparency.

The Diploma supplement aims to meet these demands by:

- Promoting transparency within Higher Education
- Taking into account changes in qualifications
- Aiding mobility and access to further study and employment abroad
- Providing fair and informed information relating to qualifications

10.6.3 What information does the Diploma Supplement contain?

The Diploma supplement comprises eight sections.

1. **Identification of the qualification holder:** Name, date of birth, student institution identification number/code.
2. **Identification of the qualification and its originating institution:** Name of qualification, name and type of awarding institution, language(s) of instruction and examination.
3. **on the level of qualifications:** Level of qualification, access requirements, main fields of study for the qualification.
4. **Information on the contents and results obtained:** Mode of study, normal length of programme, programme requirements, courses/modules/units studied, individual grades obtained, ECTS grade, grading scheme and grade distribution, award classification.
5. **Function of the qualification:** Qualification title, further study opportunities (e.g. postgraduate), any professional status conferred.
6. **Additional Information:** Any additional information and further sources as relevant.
7. **Certification of the Supplement:** Date and signature, official stamp or seal.
8. **Information on the National Higher Education system of the country issuing the diploma:** Overview of the educational system and awards structure of the awarding country.

10.6.4 What does the Diploma Supplement offer to students?

The Diploma Supplement aims to provide students with information relating to their programme of study that is both easily understood and comparable abroad. It provides an accurate description of a student's academic curriculum and competencies acquired during the period of study that may be relevant for further study and employment opportunities abroad.

10.6.5 Who should I contact if I have any queries?

For all information go to <http://www.kent.ac.uk/registry/student-records/digiweb/index.htm>

11 Credit Framework

11.1 Introduction

The University uses a 'credit framework' for all of its taught programmes of study, similar to the credit systems adopted by many other universities in the UK. This is intended to make it easier for students to obtain exemption from part of a University of Kent programme on the basis of study elsewhere and similarly for students to transfer credit obtained at this University to another university or college.

This section of the Handbook aims to explain those aspects of the credit framework, which will be of interest to students. However, it should be regarded as an informal guide only. The full Credit Framework Regulations may be found on the University web site at <http://www.kent.ac.uk/registry/quality/credit/index.html>

11.2 Outline of the Credit Framework

In order to be eligible for the award of a certificate, diploma or degree by the University, you must take an approved programme of study, obtain a specified number of credits, the number required depending on the award in question, and meet such other requirements as may be specified for the programme of study in question. Each programme of study comprises a number of modules, usually at different levels and each worth a specified number of credits. In order to be awarded the credits for a module, you must normally demonstrate, via assessment, that you have achieved the learning outcomes specified for the module. Limited credit may also be awarded where assessment has been affected by illness (condonement) or where you have demonstrated in other modules that all programme learning outcomes have been achieved (compensation).

Most programmes of study are divided into stages, usually equivalent to one year of full time study. You must satisfy prescribed requirements for each stage of a programme before being permitted to proceed to the next stage.

Many programmes of study lead to 'classified' awards. For example, undergraduate Honours degrees are awarded with First Class, Upper Second Class, Lower Second Class or Third Class Honours and

Certificates may be awarded with Merit or with Distinction.

Example: a student taking a three year full time undergraduate honours degree programme is required to obtain a total of 360 credits of which at least 90 must be at level 'H' or above (Stage 3 modules are normally at level 'H') and at, most, 150 may be at level 'C' (Stage 1 modules are normally at level 'C'). Many three-year full time honours degree programmes comprise 120 level C credits in Stage 1, 120 level I/H credits in Stage 2 and 120 level H credits in Stage 3. At least 90 credits must be obtained in Stage 1 before progression to Stage 2 is permitted and at least 90 credits must be obtained in Stage 2 before progression to Stage 3 is permitted

11.3 Programmes of Study

Each programme of study comprises an approved set or sets of **modules** and is divided into a number of **stages**. Each module is at a specified **level** and successful completion of the module results in the award of a specified number of **credits at that level**. The University defines these terms as follows:

Credits: one credit corresponds to approximately ten hours of 'learning time' (ie including all taught or supervised classes and all private study and research). Thus obtaining 120 credits in an academic year of 30 weeks requires approximately 1,200 hours of learning time, equivalent to approximately 40 hours per week.

Module: a module is a self contained component of a programme or programmes of study with defined learning outcomes, teaching and learning methods and assessment requirements. Each module normally corresponds to a multiple of 15 credits ie to 15, 30, 45... credits though the Faculty may approve exceptions where it is satisfied that there is good reason to do so.

Level: each module is at one of the following levels:

F	Foundation
C	Certificate
I	Intermediate
H	Honours
M	Masters

The level descriptors adopted by the University for these levels may be found in Annex 2 of the Credit Framework Regulations.

Stage: Most programmes of study are divided into a number of stages and you must achieve specified requirements in each stage except the final stage before being permitted to progress to the next stage. For undergraduate honours degree programmes, a stage will normally consist of modules amounting to 120 credits.

Awards: In order to be eligible for the award of a certificate, diploma or degree by the University, you must obtain at least the minimum number of credits specified for that award at the specified levels. These requirements are set out in Annex 4 of the Credit Framework Regulations. Individual programmes or groups of programmes will normally specify additional requirements which must be met for the award of the qualification in the subject concerned, for example by requiring specified modules to be taken and passed.

11.4 Award of Credits

11.4.1 Successful Completion of Module

If you successfully demonstrate via assessment that you have achieved the specified learning outcomes for a module you will be awarded the number and level of credits prescribed for the module. Assessment methods vary between modules and assessment is designed so that achievement of the pass mark or above will demonstrate achievement of learning outcomes. Module specifications will state whether the pass mark has to be achieved overall and/or in prescribed elements of assessment. The pass mark is 40%.

11.4.2 Condonement

If you fail a module or modules due to illness or other mitigating circumstances, the Board of Examiners may condone the failure and award credits for the module(s), up to a limit of 25% of each stage of a programme of study, provided that there is evidence to show that you have achieved the

programme learning outcomes and provided that you have submitted written medical or other evidence to substantiate any claim of illness or other mitigating circumstances. The marks achieved for such modules will not be adjusted to take account of the mitigating circumstances but transcripts will indicate modules for which credits have been awarded via condonement. Each programme rubric specifies the modules in which failure cannot be condoned.

11.4.3 Compensation

If you fail a module or modules but your marks for such modules are within 10 percentage points of the pass mark (ie 30% or above), the Board of Examiners may nevertheless award you the credits for the module(s), up to a limit of 25% of each stage of a programme of study, provided that your average mark for the stage is 40% or above and provided that there is evidence to show that programme learning outcomes have been achieved. The marks achieved for such modules will not be adjusted but transcripts will indicate modules for which credits have been awarded via compensation. Each programme rubric specifies modules in which failure cannot be compensated.

11.5 Progression

When you have completed a stage of a programme of study other than the final stage, the appropriate Board of Examiners will decide whether you may progress to the next stage of the programme of study, or to another programme of study.

The normal requirement for progression from one stage of a programme of study to the next is that you should have obtained at least 75% of the credits for the stage and should have obtained credits for those modules which the programme specification indicates must be obtained before progression is permitted.

11.5.1 Referral

If you are not permitted to progress to the next stage of a programme, or if, on completion of the programme, you fail to meet the requirements for that award, the Board of Examiners may permit you to undertake further assessment in failed modules. The Board of Examiners will specify which elements of assessment you are required to undertake.

If you are so referred in a module you may be required to, or may elect to, **repeat** the module, before progressing to the next stage of the programme, provided that it is being taught in the year in question, or you may choose to take a different module provided that the requirements of the programme of study are still met, but must do so before progressing to the next stage of the programme. At most two such opportunities per module will be permitted, the first of these to be automatically permitted unless denied for disciplinary reasons and normally available during the long vacation following the initial failure.

11.5.2 Trailing and Retrieving Credit

If you are permitted to progress to the next stage of a programme but have not been awarded full credit for the previous stage, you will still need to obtain credits for modules for which you have so far not been awarded credit in order to meet requirements for the award of the certificate, diploma or degree for which you are registered. You will be permitted to 'retrieve' such credits, up to a maximum of 25% of the credits for the stage, in one of two ways as follows:

By undertaking further assessment, for example a re-sit examination, before the start of the next academic year. If you are permitted to retrieve credit in this way you may elect to **repeat** the module, provided that it is being taught in the year in question, or you may choose to take a different module, provided that the requirements of the programme of study are still met.

By progressing to the next stage of the programme and simultaneously undertaking such further requirements as the Board of Examiners specifies in relation to the failed modules. This is known as **trailing** credit. Where credit is trailed, the Board of Examiners may permit the you to repeat the failed module(s) provided it/they are available and the timetable permits or to take alternative module(s) as permitted by the programme specification or may specify assessment to be undertaken satisfactorily for the award of the credits in question. If you trail credit in this way and again fail to obtain the credits, the credit may **not** be trailed to the next stage of the programme eg you will not be permitted to progress to Stage 3 of a programme unless you have obtained **all** Stage 1 credits and met the minimum progression requirements in Stage 2.

11.5.3 Application of the Condonement, Compensation and Trailing Provisions

The application of condonement, compensation or trailing provisions is limited to a maximum cumulative total of 25% of the credit for any stage.

The provisions for the condonement or compensation of failure or for the trailing and retrieving of credit will be applied only if you have failed modules amounting to 25% or less of the credit for the stage.

11.5.4 Deferral

If you have been unable to complete assessment requirements or your performance has been affected by circumstances such as illness, and where there is written evidence to support this, the Board of Examiners may permit you to undertake some or all of the assessment for some or all of the modules comprising the stage at a later date and as for the first time. If you have met requirements for progression to the next stage of the programme, you may be permitted to 'trail' the deferred assessment ie to proceed to the next stage and simultaneously undertake the deferred assessment as for the first time.

11.5.5 Award and Classification of Qualifications

Certificates and diplomas may be awarded 'with Merit' and 'with Distinction' and Honours degrees are awarded with First, Upper Second, Lower Second or Third class Honours. Full details of the requirements for these awards may be found in the Credit Framework Regulations at

<http://www.kent.ac.uk/registry/quality/credit/index.html>.

12 Module Descriptions

CO321 INTRODUCTION TO INFORMATION SYSTEMS

This module looks at the nature of information and introduces the techniques needed to build information systems.

Information Systems: the nature of information systems, applications and implications of networks;

Information Systems Engineering: how information systems can be built, requirements analysis and specification, aspects of UML Data representation and manipulation in XML.

In order to understand and appreciate the role of information systems and the underlying, students participate in various practical tasks and exercises which may be undertaken individually or in small groups.

Students who successfully complete this module will:

- n Have studied several types of information system;
- n Understand how information systems are used in different contexts;
- n Know about the components and structures of typical information systems;
- n Be familiar with the basic principles of data and information, and their presentation, representation and structuring using HTML and XML
- n Appreciate the wide range of applications of XML, within and without the information systems domain,
- n Be familiar with some of the notations used in representing the conceptual design of information systems;
- n Be able to observe, describe and critically evaluate a range of modern information systems;
- n Be able to use standard notations drawn from UML to describe the functionality and components of straightforward information systems;
- n Be able to implement simple static web pages using HTML;
- n Be able to specify simple documents using XML

CO324 COMPUTER SYSTEMS

This module aims to provide students with an understanding of the fundamental behaviour and components (hardware and software) of a typical computer system, and how they collaborate to manage resources and provide services. It is intended that the module will use as a central motivating example a Microsoft/Intel PC attached to the Internet via a LAN (eg the University's Study Bedroom Service). By hanging the material on systems with which the students are (at least superficially) familiar, it is intended that the module will set the scene for the more principled and wider-ranging material which will follow later in the programme.

The module has two strands: "Systems Architecture and Operating Systems" and "Communications", which form around two-thirds and one-third of the material respectively.

Students who successfully complete this module will be able to:

- n Describe the purpose of, and the interaction between, the functional hardware and software components of a typical computer system, as represented by a desktop PC attached to the University's network;
- n Identify the principle hardware components and software services which provide infrastructure for the Internet from the global scale down to the desktop;
- n Describe how networks interact with operating systems and applications to provide services and share resources among individual systems.

CO331 VISUAL PROGRAMMING

This module provides an introduction to visual and event-driven programming using an object-oriented paradigm. Fundamentals of classes and objects are introduced, and key features of class descriptions: constructors, methods and instance variables. Method implementation through assignment, selection control structures, iterative control structures and other statements is introduced.

It introduces students to a range of elementary programming skills necessary to exploit the potential of a number of PC packages.

It introduces a visual programming language and gives students the experience of creating a simple graphical user interface. It also aims to develop design and coding skills necessary to create basic programs within an applications environment.

Students who successfully complete this module will be able to:

- n Use a visual programming language to write event-driven programs
- n Write programs with the support of an integrated development environment.
- n Structure data and information as class definitions.
- n Use the basic programming language elements and constructs available in a visual programming language
- n With guidance, use object-oriented analysis, design and implementation to identify and solve practical programming problems.
- n Test solutions to programming problems.
- n Use a range of software development tools.

Recommended Reading

Bell, D & Parr, M, *Visual Basic.Net for Students*, Addison Wesley, 2003

McBride, P K, *Introduction to Visual Basic.Net*, Thomson, 2005

Deital, H M, Deital, P J, & Nieto, T R, *Visual Basic.Net How to Program, 2e* Prentice Hall, 2002

CO332 COMPUTING CONCEPTS AND PRACTICE

Topics covered in this module include:

- n Introduction to information technology
- n Exploring how people interact with computers
- n Basics of networking
- n HTML and the web
- n Bits, bytes and digital representation
- n Digitising multi-media
- n Using and developing spreadsheets
- n The basics of how to Debug
- n Using and developing Databases
- n Social implications of IT
- n Security issues
- n Writing programs in a scripting language

Students who successfully complete this module will be able to:

- n Apply a range of methods to explore and to come to understand and effectively use new software
- n Make effective use of on-line resources and evaluate the quality of web information
- n Describe various ways in which search engines work
- n Describe how the web is organised

- n Explain the role of some of the basic protocols used over networks
- n Use HTML tags and attributes to create a website (Incl. links, lists and tables)
- n Utilise spreadsheets for carrying out calculations and for data analysis
- n Use spreadsheets to produce charts and graphs
- n Construct a spread sheet
- n Use a spread sheet for data analysis.
- n Utilize debugging strategies for correcting errors and problems with IT systems and software
- n Explain the concept of meta-data
- n Describe the fetch-execute cycle
- n Explain the basic client/server structure
- n Describe what an algorithm is
- n Develop simple algorithms (both in pseudo-code and in a scripting language)
- n Design basic database tables
- n Access information stored in a database
- n Store information in a database through SQL
- n Correctly structure SQL queries
- n Design and implement a basic database
- n Make use of a scripting language (assignment/conditional statements)
- n Design and implement simple client-side interactive web pages

Recommended Reading

Snyder, L. *Fluency with Information Technology: Skills, Concepts and Capabilities* 2004 Addison-Wesley

Evans, A. Martin, K and Poatsy M.A. *Technology in Action* (Complete edition) 2005 Pearson Prentice-Hall

CO333 APPLICATIONS PROJECT

The aim of this module is to provide an opportunity for students, as members of a group, to integrate and consolidate the knowledge and skills acquired over the earlier part of the programme, and to experience over an extended period the interdependency of teamwork.

The module introduces in outline form activities associated with project planning to enable students to develop a software solution in an organized fashion.

Students will be made aware of the roles and responsibilities of working as a team, organization and time management, and appropriate documentation. Some instruction will also be provided in presentational skills.

Topics covered include:

- n Project planning – project objectives, alternative solutions, work breakdown structure, critical path analysis, job roles
- n Project documentation – project log, project plan, program specification, user interface design, program design, test plan, code listing, test results, user documentation, solution evaluation
- n Project presentation – presentation software, planning and practice, timing, appearance and approach
- n Project Evaluation – project diary, software evaluation, development process evaluation

Students who successfully complete this module will be able to:

- n Identify and evaluate alternative solution strategies to a given problem
- n Identify the roles and responsibilities of team members
- n Plan and document the process by which a software solution is effected

- n Analyse, design and implement a computing-based solution to a structure problem
- n Verify the solution to the given specification
- n Present and demonstrate the solution
- n Critically evaluate the proposed solution and the means by which it was achieved

Recommended Reading

Bell, D & Parr, M, *Visual Basic. Net for Students*, Addison Wesley, 2003

Muir, J, *Excel 2002 Learning Matters*, 2003

Coles, S and Rowley, J, *Access 2002 Learning Matters* 2003

Sommerville I, *Software Engineering*, 8e, Addison Wesley, 2007

CB356 BUSINESS TOOLS

The aim of this module is to equip students with the key business tools needed for the academic study of business and business related subjects. It will provide students with the necessary skills for the successful study of business at Stages 2 and 3 whilst building a solid foundation for those students intending to embark on an industrial work placement. The module is designed to integrate academic study skills pertinent to business with more practical interpersonal and work-related skills. It will include techniques for effective learning, research and communication as well as critical thinking, quantitative methods, presentations and conceptual frameworks. Students will be required to write an individual essay, take part in a group presentation, sit two quantitative tests (WebCT based) and submit a business report at the end of the module. In addition students are expected to devise and develop their own Personal Development Plans. Students are expected to pass both the qualitative (essay, presentation, PDP) and quantitative components (2 WebCT tests and a business report) in order to pass the module overall.

Summary Intended Learning Outcomes:

On completion of this module students will have:

- n demonstrated effective written skills at Level C as required to complete written assignments and business reports
- n developed verbal communication skills to participate effectively in lectures, seminars and to take part in business discussions where appropriate
- n developed effective presentation skills including the short 'elevator pitch',
- n developed a reflective approach to learning and critical thinking skills essential for success in business.
- n demonstrated effective research skills, to synthesise information and to support written work by following the required academic conventions.
- n demonstrated a clear understanding of the case study methodology
- n demonstrated an ability to use graphical, numerical and algebraic techniques to handle a variety of business and accounting problems
- n demonstrated an ability to summarise and analyse data and present it effectively to others.
- n demonstrated an ability to use appropriate software, including spreadsheets.
- n demonstrated an ability to understand the scope and limitations of quantitative methods such as sampling and regression.

Preliminary Reading:

*Cottrell, Stella (2008)

Cameron Sheila (2005)

The Study Skills Handbook (3rd ed.) Palgrave Macmillan (ISBN 9780230573055)

The Business Student's Handbook (3rd ed.) Financial Times Prentice-Hall (ISBN 0273688839)

*Lind D, Marchal W and Wathens S

Basic Statistics for Business and Economics, (5th ed.) McGraw Hill Higher Education (ISBN13: 9780071244619, ISBN10: 0071244611)

* Key text

EC310 ECONOMICS FOR BUSINESS

The aim of the module is to introduce students to economics and the use of economics in analysing business decisions, behaviour, problems and issues. The material covered will be of use to business students through all stages of their degree programme. The module will cover the following topics: business organisations; supply and demand; operation of markets; business in a market environment; the consumer; profit maximisation; consumer, producer and government decision making; product, market and advertising; business strategies; alternative theories of the firm; pricing strategies; input markets; investment and capital; market failure; government intervention in the market economy; international trade; globalisation; national income; unemployment; inflation; economic growth; business cycles; macroeconomic models; government spending and taxation; money; interest rates; and macroeconomic control of the economy.

Summary Intended Learning Outcomes:

On completion of this module, you will

- n understand the basic principles of economics
- n understand the main ways in which economics can be used to analyse business decisions, behaviour, problems and issues
- n be introduced to the economic analysis of important current business issues in the UK, the European Union and the world economy
- n be equipped with the economic analysis, skills and understanding necessary for business and other degrees
- n be able to follow economic analysis of decisions, behaviour, problems and issues, construct your own economic arguments and offer critical comments on the arguments of others
- n be able to present economic arguments and ideas in seminars and workshops, particularly on business issues
- n be able to write economics essays and answers to short economics questions, particularly on business problems and be able to work in a group on seminar and workshop problems

Preliminary Reading:

John Sloman and Mark Sutcliffe *Economics for Business*, Prentice Hall, 3rd ed., 2004

David Begg and Damian Ward *Economics for Business*, McGraw-Hill, 2nd ed., 2006

Peter Earl and Tim Wakeley *Business Economics: A Contemporary Approach*, McGraw-Hill, 2005

Dermot McAleese *Economics for Business*, Prentice Hall, 2nd ed., 2001

13 Computing Tutors: Medway

Initials	Tutor	Email Address	Telephone/ Extension	Room	Location
CRS	Mr C R Sutton (Director of Studies)	C.R.Sutton@kent.ac.uk	01634 888942 8942	G1-14	Gillingham Building, Pembroke
RGK	Dr R Keim	R.G.Keim@kent.ac.uk	01634 888943 8943	G1-10	Gillingham Building, Pembroke
YH	Dr Y He	Y.He@kent.ac.uk	01634 888933 8933	G1-13	Gillingham Building, Pembroke
GHO	Dr Gareth Owen	G.H.Owen@kent.ac.uk	01634 888867 8867	G1-15	Gillingham Building, Pembroke

14 Dates of Terms and Teaching Week Numbers

AUTUMN 2008

Week 1	Begins on	Monday	29 September
Week 2	Begins on	Monday	6 October
Week 3	Begins on	Monday	13 October
Week 4	Begins on	Monday	20 October
Week 5	Begins on	Monday	27 October
Week 6	Begins on	Monday	3 November
Week 7	Begins on	Monday	10 November
Week 8	Begins on	Monday	17 November
Week 9	Begins on	Monday	24 November
Week 10	Begins on	Monday	1 December
Week 11	Begins on	Monday	8 December
Week 12	Begins on	Monday	15 December

SPRING 2009

Week 13	Begins on	Monday	19 January
Week 14	Begins on	Monday	26 January
Week 15	Begins on	Monday	2 February
Week 16	Begins on	Monday	9 February
Week 17	Begins on	Monday	16 February
Week 18	Begins on	Monday	23 February
Week 19	Begins on	Monday	2 March
Week 20	Begins on	Monday	9 March
Week 21	Begins on	Monday	16 March
Week 22	Begins on	Monday	23 March
Week 23	Begins on	Monday	30 March
Week 24	Begins on	Monday	6 April

SUMMER 2009

Week 25	Begins on	Monday	11 May
Week 26	Begins on	Monday	18 May
Week 27	Begins on	Monday	25 May
Week 28	Begins on	Monday	1 June
Week 29	Begins on	Monday	8 June
Week 30	Begins on	Monday	15 June

Please note: Monday, 25 May (week 27) is a public holiday and the university will be closed on that day.