



Course Handbook
BSc (Hons) Computer Games Development
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School of Physical Sciences & Computing



Please read this Handbook in conjunction with the University's Student Handbook.

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Contents

- 1 Welcome to the Course**
- 2 Structure of the Course**
- 3 Approaches to teaching and learning**
- 4 Student Support**
- 5 Assessment**
- 6 Classification of Awards**
- 7 Student Feedback**
- 8 Appendices**
 - 8.1 Programme Specification(s)**
 - 8.2 Succeeding at Assessment**
 - 8.3 Coping With Difficulties**

1. Welcome to the course

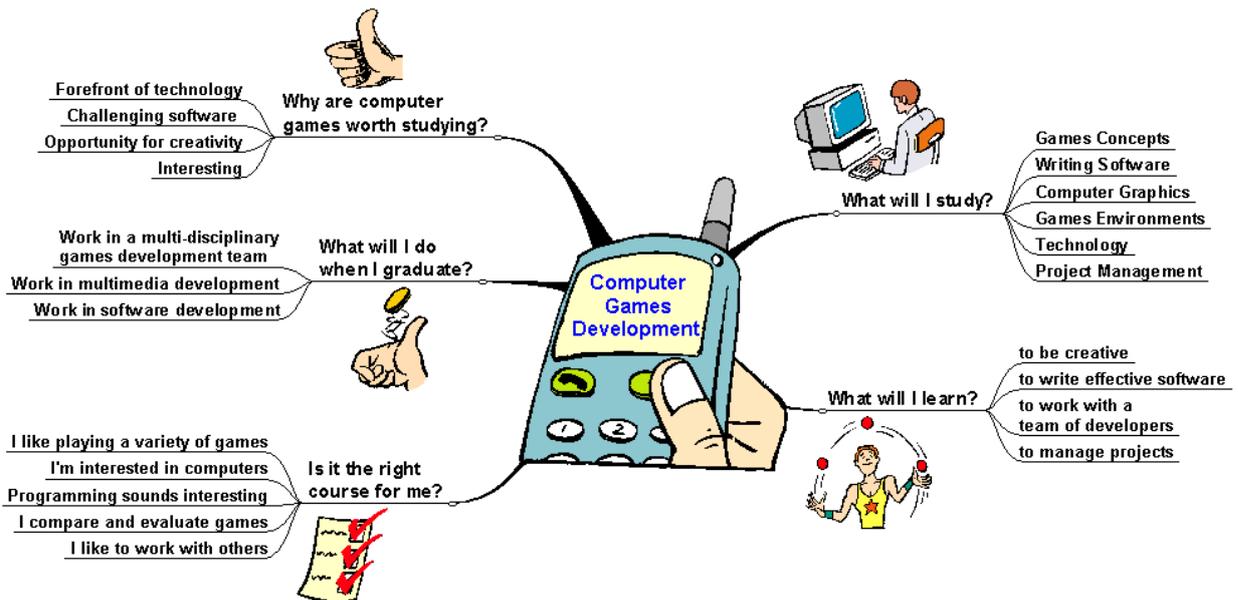
Welcome to the BSc (Hons) Computer Games Development, which is devoted to developing highly skilled computer games developers with the high level of software development skills required by the industry.

We hope you are looking forward to the challenges the coming year will bring, whether you are a direct entrant or proceeding with us from last year. If you are new, you may find joining a new course can be confusing at first, whether it is your first experience of Higher Education or you are joining the second or third year after having studied elsewhere. Other students may be more familiar with the University's facilities, the course regulations and the staff. There is much for you to find out, so don't be afraid to ask any member of staff or your fellow students.

The University offers many opportunities: not just to learn about computing, but also to engage in a wide range of social or sporting activities, to make new friends and to develop your personal skills, and to work in industry. You will have a great deal of independence, but with this comes responsibility. You must balance your use of time to get the most out of University while making sure that you obtain a qualification that reflects your abilities.

Pay particular attention to the way we expect you to work. This can be summarised simply: come to all classes, hand your work in on time, don't copy from other students, make sure that you properly reference material you find in published literature, and if you have a problem, **ask**.

The next few weeks may be a time of great change, but we hope you will settle down quickly and enjoy your time with us in the School.



1.1 Rationale, aims and learning outcomes of the course



What qualification does this award lead to?

On successful completion of the course, you will be awarded BSc (Hons) in Computer Games Development. The class of your award is calculated from the marks you achieve on the modules you take (See Classification of Awards, below).

If you leave early or fail to satisfy the criteria for an Honours award, you may be entitled to a lesser award, e.g. Certificate of Higher Education for completing the equivalent of a full-time first year or Diploma of Higher Education for completing the equivalent of two years full-time.

Why study Computer Games Development?

Over the past twenty years, electronic games have become an increasingly popular form of entertainment and their development is a significant industry. Computer games development forms the basis of a challenging and valuable degree because:

- Games are among the most complex forms of software to create, potentially involving mathematics, programming techniques, algorithm design, multimedia programming, novel hardware and software environments, and complex testing.
- Game development is a complex collaborative activity. The practical problems of managing the development of a game come from the technical challenges of software development, the creative challenges of conceptual design, content creation, risk assessment, the business issues of developing a commercial product, and the variety of people involved.
- Games development provides a challenging but practicable opportunity for the exercise and evaluation of creativity.
- Games themselves are a fascinating and varied subject of study. The factors that make a game attractive include psychology, user interface design, aesthetics, narrative, audio and visual arts, and fashion.
- A computer game offers the opportunity to create a complex, original software product demonstrating creativity and complex programming skills.
- The course offers the opportunity for studying alongside enthusiastic colleagues who share common interests.

Overall, computer games development provides an intriguing and challenging opportunity for you to acquire and demonstrate the knowledge, skills and understanding expected of an Honours Graduate.

What is special about BSc (Hons) Computer Games Development?

The course discusses different genres of computer games to enhance your understanding of their appeal and to encourage creativity and evaluation. It studies the process of game development and explores the complexity of its management. It examines basic computer hardware and communication technology that underpin games playing. It emphasises the development of software skills using a range of technologies and other practical skills in preparing media for incorporation into a game. Students will also create deliverables around a variety of game concepts both as part of a team and individually.

Although most games run on PCs or special consoles, there is growing interest in digital games on devices such as mobile phones, personal digital assistants (PDAs), digital television and enhanced toys. As computer processors become embedded in more products, they present new opportunities for the development of innovative games. The course develops relevant skills to allow you to seize these opportunities.

Developing any computer system is a creative activity, which solves problems using appropriate technology. It requires many skills and abilities, relating to hardware, software and people. These skills include the analysis, design, and implementation of software, hardware, and data communication technology, the use of a variety of tools and the ability to communicate with a wide range of people, such as users and clients involved with the analysis of a problem, and the designers and programmers who implement the solution. Developers must be able to learn quickly to cope with the rapidly developing technology. The skills you acquire on the computer games development course will be applicable to many computing careers.

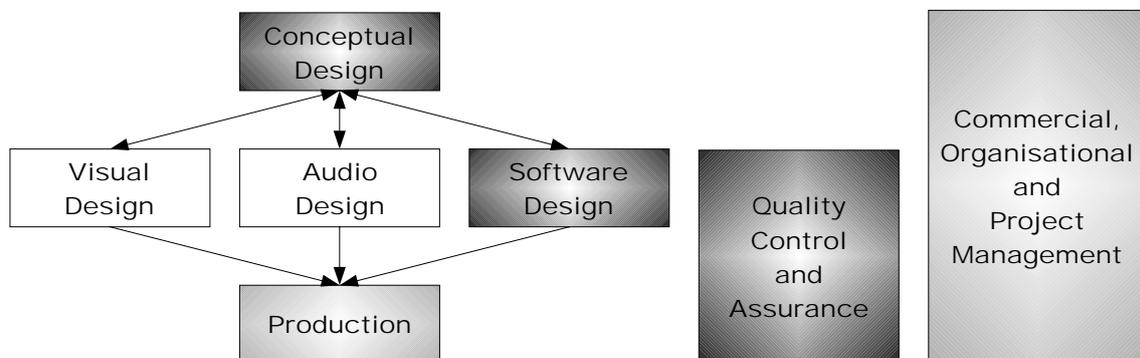
At the University of Central Lancashire, we are concerned with the development of technical abilities and skills in all our Computing students, but we also want to develop your abilities for logical thought, independent learning, teamwork, ethical practice and communication. These capabilities will be important whatever your career.

To help you adapt to the inevitable changes and developments in technology during your career, the course considers underlying theory and potential new developments as well as current practice and techniques.

How are games developed?

A commercial computer game is a complex multimedia product developed through the combination of diverse skills. Developers in the industry can roughly be divided into media creators (illustrators, animators, musicians) and software developers. This course is aimed at software developers. A more detailed analysis of roles in games development is shown below, with the shading indicating the focus of this course.

Roles in Games Development



Will I find a career in Games Development when I graduate?

Computer games are popular and the games industry is growing. It needs creative and innovative designers and skilled developers to maintain that popularity. However, the games industry is highly competitive and careers in games development are highly sought after. To be successful you will have to develop a very high level of technical and personal skills. Many games development companies are relatively small and tend to recruit experienced developers. You should consider undertaking a placement (see page **Error! Bookmark not defined.**) to give you additional experience when you are looking for a career. You should make sure that you build up a portfolio of your work to demonstrate your capabilities. In particular, this should include sample games that you have developed during the team project in year 2 and your individual final year project.

You may want to work as an independent contractor. You will need to gain relevant work experience. Legal and commercial issues are particularly important when you are working on your own.

What other careers are open to me when I graduate?

Although your chosen course will reflect your current interests and strengths, you should not constrain your career goals because of your course: many companies that employ computing graduates will provide specialist training for particular jobs. You may find work as a user interface designer, multimedia designer, software engineer, programmer or consultant; you may proceed to research or further study; or you may prefer to work in sales or customer support.

Careers in developing software systems are varied and interesting. You may be involved in the analysis, design and implementation of software systems for various types of commercial organisation. You will use a wide range of analysis skills, design methods and implementation tools. You will probably work within a team.

Of course, computing also provides a useful background for many other careers that do not have subject-specific entry requirements.

What are the aims of the course?

The emphasis is on the development of a high-level of skills in software development using appropriate tools. You will apply these skills to develop and apply algorithms in specific contexts (e.g. graphics, game physics, and integration with specific hardware).

Developing software for computer-based games may include the integration of visual and audio components and taking responsibility for project management, quality control and quality assurance. It involves working in multi-disciplinary project teams, contributing significantly to the conceptual design of new games, and appreciating the constraints of commercial reality.

On completion of the course, you will be able work in a multidisciplinary team to develop high quality, robust, well-documented and maintainable games software. Although the course is based in the context of computer games development, the skills you have acquired will also allow you to develop software solutions to a wide range of problems.

In industry, you may be involved in the full software development lifecycle and not simply be a programmer. You will investigate and analyse challenging problems and specify, design, implement and test solutions using the appropriate technology. You will be able to gather requirements, write specifications and technical reports, and discuss ideas and proposed solutions with developers from other disciplines, particularly graphic designers. You will have a professional approach and attitude towards work and are aware of the legal and ethical implications of their actions.

The course will:

- Develop the skills and understanding of theory necessary for the graduates to be employed in a Computing environment
- Encourage and enable students to become independent learners.
- Develop critical evaluation, communication, enterprise and self-management skills.
- Produce graduates with the skills and confidence to solve problems independently and as part of a team
- Provide an opportunity for students to develop transferable skills and enhance subject-specific expertise by undertaking a work placement
- Enable students to develop computer games.
- Foster an appreciation of the commercial requirements of the games industry.
- Develop innovative and creative approaches to the conceptual design of games.

What will I be able to do by the end of the course?

What we expect you to be able to do is defined by the course learning outcomes, which are detailed in the section 12 of the programme specification in Appendix 8.1.

We expect our graduates to display an enquiring, open minded and creative attitude in all they do.

Each module has specific learning outcomes, which contribute to the overall course learning outcomes, as shown in the table below. Detailed information about the Aims and Learning Outcomes of the course is given in the Programme Specification, which is in Appendix 8.1

1.2 Course Team

Key members of your course team are Gareth Bellaby (gjbellaby@uclan.ac.uk), your Course Leader and Lesley May (lmay@uclan.ac.uk), the First Year Tutor, and Nicky Danino (ndanino@uclan.ac.uk), the Project Tutor.

Each module will be led by a module tutor, who plans the module and sets the assessment. See Section 2 for a list of modules and the current module tutors. Module tutors may change from one year to the next. When you do your project, you will be allocated a project supervisor, who will help you manage your project.

Chris Casey (ccasey@uclan.ac.uk) is the Computing Academic Lead, responsible for the overall quality of all Computing courses and should be contacted if there are problems that can't be resolved by the module tutor or course leader.

1.3 Expertise of staff

You will be taught by staff with a wide variety of industrial and research backgrounds. They have substantial experience of teaching at this level. The School has researchers working in a range of computing-related areas. Research into Human-computer interaction is important, particularly through the Child-Computer Interaction group (CHICI). There is research into data communications and networks, mobile computing, computer security and software engineering, particularly Agile software development. We have collaborated with Sony, BAE and a variety of UK and overseas Universities.

Staff industrial experience includes working in the games industry, the defence industry and the telecommunications industry, as software or database developers. The School is involved in consultancy and develops software for clients.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

In the first year, your Academic Advisor will normally be someone who teaches you so you can speak informally during or after classes, but they will also be available in their office at times they will publish on their office door. You can contact them quickly by email.

In the second and later years, your Academic Advisor will normally be your Course Leader, who has specialist knowledge about your course and the opportunities it offers.

If you have a problem contacting your Academic Advisor or Course Leader, for example, because they are off sick, ask the Administrative Hub for advice.

1.5 Administration details



Campus Admin Services provides academic administration support for students and staff and are located in the following hub which opens from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Computing and Technology Hub

C&T Building Room 235

Contact Details: candthub@uclan.ac.uk or +44 (0)1772 891994

1.6 Communication



Outside of taught classes, we will normally communicate with you by email and by E-Learn. The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

If you want, you can set up rules to redirect emails to your personal email address. If you send us email messages from other addresses, they risk being filtered out as potential spam and discarded unread.

Staff will try to reply to emails within 24 hours during the working week. However, they may take longer during busy periods or if they are away from the University. Time-critical issues should be raised with your course leader or academic lead if you don't get a response in a reasonable time.

1.7 External Examiner

The University has appointed an External Examiner for your course to help to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. If you wish to contact your External Examiner, do this through your Course Leader and not directly. External Examiner reports are available through the Computing Student Noticeboard, which you can access through Elearn Blackboard.

Every module has an External Examiner, who reviews examination papers and coursework briefs set by a module tutor and internally verified by another tutor.

The external examiners moderate a sample of student work after it has been marked and internally moderated by the course tutors. The sample includes work awarded marks from the different classes, that is, Fail (<40), Third (40-49%), Lower Second (50-59%), Upper Second (60-69%), First (70+%). The moderators check that the standards are appropriate and that the work has been marked consistently.

Dr Paul Parry, of Sheffield Hallam University is the External Examiner who takes overall responsibility for checking the quality of the course, particularly for assessments and the way they are marked on the key modules. Other examiners have responsibility for other modules

2. Structure of the course

2.1 Overall structure



For a full-time 3 year Honours Degree, you will take 18 modules, six in each of 3 years for a full-time student. Part-time students will study no more than 4 modules per year. If you have previous study at an appropriate level, you may be entitled to exemptions. Each module has a level rating, ranging from 4-6, roughly corresponding to years 1-3 of your Degree. If you are enrolled on a foundation entry year, you will study an additional 6 modules to prepare you for the first year of the 3 year Honours Degree.

To obtain an Honours Degree, you must pass 18 modules at level 4 or above, with at least 12 at level 5 or 6, including at least 5 at level 6. The double module project will provide two of the level 6 modules. Some students will start with a Foundation year. This consists of 6 modules that prepare you for the first year of the Honours programme. Two thirds of these are technical modules. The other modules help you to develop the skills you need to succeed in Higher Education and to provide a broader education, which will be very useful in your future career.

You will normally study in Preston, but you may have the opportunity to study the course at our Cyprus campus or to undertake equivalent modules with a University abroad. Discuss these possibilities with your course leader or the first year tutor.

It is a good idea to take a year out in industry – a placement – between your second and final year. This is optional, but will give you valuable work experience that will make you stand out when you are looking for a career. During your second year, we will provide help and advice on seeking a placement, but we cannot guarantee you a suitable placement. As you will be treated as a normal paid employee, you will have to apply for and undergo the normal company admissions process to obtain a placement. Placements can be anywhere in the UK or even abroad.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module. The course structure has three strands: technical, games-specific, and project management. The technical strand develops general computing skills that are relevant to games development. The games-specific strand looks at conceptual issues and games-specific technology. The project management strand develops communication skills, provides experience in applying appropriate techniques to team and individual projects, and illustrates the importance of legal, social, ethical and commercial issues.

The programme specification (Appendix 8.1) lists the modules that you can take as part of your course. Some optional modules may not be available every year and timetabling clashes may prevent you taking certain combinations of modules.

Foundation Year

Most students will go directly into the first year. However, if you are taking the foundation year, you will study six modules at level 3. Three of these will develop general academic skills, which will help you to become an effective University student. Three will develop technical and personal skills more directly related to computing.

[Note: the module tutor may change from one year to the next.]

Code	Module Title	Credits
COC001	Introduction to Software Development	20
COC002	Investigating IT	20
COC003	Problem-solving for Computing	20
COC004	Study Skills 1 – Learning How to Learn	20
COC005	Study Skills 2 – Developing Academic Skills	20
MSC065	Introduction to Mathematical Methods	20

At the end of the foundation year and at the end of stage one, you can remain on your current course or choose another. We will discuss the options available in the second semester of the foundation year.

The First Stage

In the first year of a full-time degree, the technical strand develops software development skills and introduces students to the hardware context. The games strand examines games concepts and introduces games programming skills as well as the mathematical basics for games. The project management strand develops communication and self-management skills and introduces relevant legal issues.

In the first year, you will study the following modules:

[Note: the module tutor may change from one year to the next.]

Code	Module Title	Credits
CO1111	Computing Skills	20
CO1301	Games Concepts	20
CO1507	Introduction to Networking	20
CO1401	Programming	10
CO1404	Introduction to Programming	10
CO1605	Systems Analysis & Database Design	20
CO1801	Practitioner Skills	20

The Second Stage

In the second full-time year, the technical strand develops programming skills particularly in the context of computer graphics and mobile computing. It also explores the theory and practice of the design and evaluation of effective user interfaces. The games strand examines and uses tools for game development. The project management strand includes project management techniques and legal and ethical issues in computing. The professional skills module includes a team project to develop a game along with students from the Games Design course in the Department of Design.

Code	Title	Credits
CO2301	Games Development 1	20
CO2401	Software Development	20
CO2402	Advanced Programming	20
CO2403	Professional Skills	20
CO2409	Computer Graphics	20
CO2411	Software Engineering Practices	20

The Placement Year

You will take this for a Sandwich award, which gives you industrial experience that will help you in your final stage and make it easier to find a job when you graduate. Placements maybe available both overseas and in the UK (there is additional information in the Computing Handbook for Degree Students)

Code	Title	Credits	Status
CO2802	Industrial Placement Year	120	Optional

The Final Year

In the final year, the technical strand enhances programming and multimedia development skills. The games-specific strand integrates technical and conceptual aspects of games design. The project management strand culminates in the development of a game in a project, which although individually assessed, may involve interaction with other students, from this or other courses, for example, from the Department of Design. It is **your responsibility** to register an appropriate module from the options' list. We may vary the option list each year. Because of resource constraints, we cannot guarantee that all the option modules will run.

Code	Title	Credits
CO3301	Games Development 2	20
CO3303	Maths and Technology for Games	20
CO3402	Object Oriented Methods in Computing	20
CO3808 [#]	Honours Project	40
CO3809 [#]	Single Project	20
	One of	
CO2509	Mobile Computing	20
CO3717	Games for the Internet	20

Honours students must take CO3808, Degree students may take CO3809

The Project

The project is the opportunity for you to design and develop an original game. You may work with other students providing that we can assess your individual work. This gives you the opportunity to work with students from this course or from related courses such as B.A. Games Design.

To reflect the importance placed on the project in the final year, it is a double module. However, if you move onto the ordinary route in year 3 you must take the Ordinary Degree Project (single module) not the Honours Degree Project (double module).

Choosing Options

Before selecting an option, you should consider your own interests and career plans and look carefully at the module syllabuses. Although a level 3 module will be more academically challenging than a level 2 module, you should not assume that a level 2 will be easier – this depends on how interesting you find the topic. Moreover, if you do well on a level 3 module, it will make a greater contribution to your overall award. Advanced topics may be more attractive to potential employers. To help you, here is a brief overview of each of the available modules.

CO2509 Mobile Computing

This module covers the fundamentals of writing communicating software, which is useful for on-line games. It gives an overview of how networks, particularly wireless networks, work. It looks at developing Internet-based software and programs for mobile phones.

Relevance to Games Development: This will enhance your understanding of communications technology and help you to develop distributed games.

CO3717 Games for the Internet

This module provides the student with the skills and background necessary to develop Internet-based games, examining the technology that is utilised for the development of online games and their distribution. Psychological aspects, including playability and usability, particular to online games are evaluated. Emphasis is placed upon the multimedia concepts relevant to online game implementation.

Relevance to Games Development: Online gaming.

2.3 Course requirements



As a student hoping to become a computing professional, you should uphold the Code of Conduct of the BCS, the Institute for IT, which is the professional body for IT. We encourage you to join the BCS as a Student Member.

2.4 Progression Information

Discussions about your progression on the course normally take place in February each year. It is an opportunity for you to plan your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

After the first year of any of our computing Honours Degree courses, it is possible to transfer to another computing Honours course. For most courses, you won't need to do any extra work, but if you are transferring to a degree other than BSc (Hons) Software Engineering you may need to do some extra work to ensure that the change is appropriate.

2.5 Study Time

2.5.1 Weekly timetable

Your timetable is available on-line at <https://weeklytimetable.uclan.ac.uk/> You can also access it through the student portal. When planning the timetable, we will try to ensure that you don't have timetabled classes on one day per week. However, this isn't always possible.

2.5.2 Expected hours of study

We expect you to study for 10 hours per each credit taken (i.e. 200 hours for a 20 credit module) – this includes attendance at timetabled classes, assessment and time spent in private study. It means roughly 36 hours per week, most of which is in your own time. In lectures, the lecturer presents and explains concepts. In practicals, you will usually use worksheets to guide you through computer-based work. Tutorials are often based on worksheets and small or whole group discussion.

Most first year modules in Computing involve 3 hours of class contact, a one-hour lecture and two hours of tutorial or practical. You will normally have about 17 hours per week of class contact in year 1. You should work for at least that long outside of class, giving a working week of 36 hours on average.

Most second and third year modules have a lecture and either one or two hours of tutorials or practicals. You should work for around twice that long outside of class as part of your working week of 36 hours.

In your own time, you will have assignments and directed work from practicals or tutorials as well as reading and adding to your notes from the lectures. However, you are expected to

find and read other relevant information for yourself. Computing is a very practical subject and there is always more practical work that you can do to develop your skills.

2.5.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness must be made to CandTHubAttendance@uclan.ac.uk.

Exceptional requests for leave of absence must be made to Lesley May (lmay@uclan.ac.uk) for first year students or to your Course Leader for other students.

We will monitor your attendance. It is your responsibility to make sure your attendance is recorded. You can check your attendance record through myUCLan. Occasional absences are not a problem, but you should discuss your attendance with the module tutor if your attendance is not recorded for more than one event that you attend.

You must only enter your own details on the attendance system. To enter information for anyone else is dishonest and would result in inaccurate records, which might mean that a student's problems might not be detected until it is too late for us to help. Any student who makes false entries can be disciplined under the student guide to regulations.

International students may have responsibilities under the UK Visas and Immigration (UKVI), Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

If you have not gained authorisation for absence, do not respond to communications from the University and are absent for four weeks or more, you may be deemed to have withdrawn from the course. If so, the date of withdrawal will be recorded as the last day of attendance.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

The course offers you a mixture of lectures, tutorials and practical classes to help you learn. These are supported by material on Elearn Blackboard, our online virtual learning environment. You will need to supplement the classes with reading and practical work in your own time. Each of the methods can be very effective if you make proper use of them:

Lectures

These provide a lot of information to a large group in a short time. In most cases, notes will be provided on Elearn Blackboard. However, they are not a substitute for making your own notes. You don't need to copy down everything the lecturer says. The idea is to understand the main points and to write down what you need to remind you of them later. Don't be afraid to exchange notes with a friend or to experiment with only taking brief notes. Do try to relate the topics covered in a lecture to those covered earlier in this module or in others. Lecturers often provide notes, possibly through the Web. It is useful to have these before the lecture, so that you can add your own notes alongside. If you don't understand something, don't be afraid to ask. Your question may reflect problems that many of your colleagues are having. The lecturer will have limited time to answer questions in detail, but will be happy to clarify points that many students find difficult. Some questions may have to wait until after the lecture. You can always contact your module tutor by email, but there may also be a discussion board on Elearn Blackboard.

Tutorials and Seminars

These involve smaller groups to allow you to participate more actively. Do so. You can also use this opportunity to get help with your own specific problems.

Practical Classes and Laboratories

These give you the chance to practise practical skills under supervision. It is usually possible to get a copy of the practical sheet from Elearn Blackboard before the class. If you know what is required, you can make better use of the member of staff present. If you are stuck, do ask, but make a serious attempt to solve the problem yourself and show your lecturer your work to give them some idea of where you're up to. You can be fairly sure you're not the only one finding the exercise difficult. If the task were straightforward, we'd not be giving it lab time. You may have to spend time outside of the class to complete the exercise. Remember that the purpose of the exercise is not simply to follow the instructions like a recipe: you need to understand and learn from what you have done.

3.2 Study skills

WISER (<http://www.uclan.ac.uk/students/study/wiser/index.php>) provides support on how to take notes, to write essays and to do exams, which can make a big difference to your confidence and ultimately to your final Degree classification. You will be surprised at how few students don't bother to take advantage of the full range of support that is offered.

In your first year, we will help you to develop your study skills during induction, and in other first year modules such as CO1801, Practitioner Skills.

One key skill is time management. University life is very busy during term time. Some people find the difference between college or school and University very difficult indeed. Juggling your time to attend lectures, seminars and labs, working on assignments and private study, and finding time for part-time work, plus all the other social activities that make university life so much fun; demands excellent time management skills.

Time management is probably one of the most difficult lessons you will have to learn. The workload does not become any less as your course progresses. You should develop skills to manage your workload for yourself. Here are a few tips that may be useful:

- Make a start on each assignment as soon as you receive it. You may have several weeks to complete it, but if you delay starting it, you will discover that deadlines creep up and you have too much to do, or you will concentrate on one piece of work to the exclusion of others. An assignment may look impossibly large, but a little work every day will soon have it done.
- Work in the library or labs when you have no timetabled classes: this way you get your assignments finished and make effective use of your time.
- If an assessment requires group working, co-operation is needed. If you work best late at night and the rest of your group are 'morning people' you will almost certainly have communication problems and possibly time management problems as well. Learning to compromise and being flexible is an essential part of successfully working in groups.

What do the course team expect of me?

We expect you to attend all classes and to do significant additional work outside of classes. Working consistently will help you understand the material and make assignments easier.

You will be expected to adopt a responsible attitude towards the quality of work that you produce and the deadlines you are set. **Keeping to deadlines and completing your assignments on time is an important part of the course. If you fail to keep to deadlines you will be penalised.**

Most day-to-day communication will take place through University e-mail. Read your e-mail regularly, at least once per day – not having seen a notice is no excuse for missing something important. You may wish to set up a rule to forward university e-mails to your home e-mail address automatically to ensure you have all this information.

If you have problems, please discuss them as early as possible with the relevant staff to try to resolve them.

You must inform the Hub

- if you change your address, so that we can contact you when necessary
- if you are absent for more than a couple of days through illness or other reason.

3.3 Learning resources

3.3.1 Learning Information Services (LIS)



During induction, you will learn about the resources provided by LIS (<https://www.uclan.ac.uk/students/study/library/>). Learning how to find and evaluate information is a skill that will benefit you throughout your career.

Books

Although these contain lots of information, it can be difficult to learn from a book unless you approach it properly. A textbook is not a novel - it doesn't have to be read from cover to cover. You need only read and understand the bits that are relevant to you. Therefore, before investing much time in a book, you should know what you want to get from it. This may mean skipping through the book and looking for key sentences and section headings. Use the Contents list and the Index.

There are a number of methods for 'reading with understanding'. You may not want to apply the methods rigorously, but they do contain some good ideas. A typical method is SQ3R:

- | | |
|----------|--|
| Survey | - scan quickly through the book to see what it contains |
| Question | - jot down the questions you hope the book will answer
(i.e. what you want to know) |
| Read | - read the parts of the book which answer your questions |
| Recall | - close the book and see if you can answer the questions |
| Review | - review the relevant sections of the book. |

Journals

These contain articles written by researchers or practitioners. They tend to be more up to date than books, but also more complex and difficult to understand. You will make more use of these during the second and third year, but that shouldn't stop you following up topics that interest you in journals. You can find journals in the library, but most students use the Internet to find published articles.

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. See http://www.uclan.ac.uk/students/library/online_resources.php for more information. You should make use of the Discovery search engine (http://www.uclan.ac.uk/students/library/discovery_resource.php).

All modules will be supported by information on Elearn and you should make sure that you make use of this outside as well as in class.

Elearn Blackboard

This is our on-line learning environment, which contains

- Teaching material: outline lecture notes, tutorial and practical exercises and links to further reading
- Assessments: coursework, tests and on-line examinations
- Discussion groups: an opportunity for you to exchange views with other students and teaching staff

The Internet

This is a key source of information, which can give you access to books, journal articles and other material. It is important that you learn how to use Search Engines such as Google (www.google.com) to help you find **relevant** information. Remember that, unlike journal articles, which are reviewed by other experts, anyone can publish on the Internet – don't assume that everything you find is correct. Whichever source you use, you must ensure that you **DO NOT PLAGIARISE** someone else's work. In essence, this means making sure that say where you have got your ideas from: we use the Harvard Convention for References.

3.4 Personal development planning

Personal development planning is about assessing your own skills and abilities and planning how to develop them during (and after) your course. Technical development is part of this, but personal skills such as teamwork and communication skills are also important to your success at University and in your career. Employers put a great emphasis on these aspects.

Personal development is a particular emphasis of two modules in your first two years: CO1801, Practitioner Skills, and CO2403, Professional Skills.

3.5 Preparing for your career



CO1801, Practitioner Skills, and CO2403, Professional Skills are designed in collaboration with Careers to help you stand out from other graduates

The Careers advisory service ([Careers](#)) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- a daily drop in service from 09:00-17:00 for CV checks and initial careers information.

For more information, visit the careers team in Foster Building, or access our careers and employability resources via the Student Portal.

4. Student Support

If you have problems relating to a specific module, contact the relevant module tutor

For more general problems, as well as your academic advisor (see below) you can also discuss problems with Gareth Bellaby (gjbellaby@uclan.ac.uk), your Course Leader, and in the first year, Lesley May (lmay@uclan.ac.uk), who is the First Year Tutor.

Chris Casey (ccasey@uclan.ac.uk) is the Computing Academic Lead, and should be contacted if there are problems that can't be resolved by the module tutor or course leader.

[The 'i'](#) Student Information Centre offers information and support on a wide range of issues.

4.1 Academic Advisors



Your Academic Advisor is an academic member of staff who will discuss your progress with you and help you to deal with problems. In the first year, your Academic Advisor will teach you so you will have the opportunity to speak to them informally. They will arrange to see you formally several times during the year. You can contact them by email to arrange a private meeting.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement, information will be passed on to the Disability Advisory

Service, who will work with the School to help you study. We will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. This can include special arrangements for assessments, such as a personal examination plan. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Chris Casey (ccasey@uclan.ac.uk) is the acting disability co-ordinator for students with disabilities in CEPS. Please contact him directly for further advice / support, particularly if you have not been allocated a Disability Advisor. He is not a specialist disability advisor but can help to ensure that appropriate arrangements have been put into practice.

4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment

5.1 Assessment Strategy



Given the practical and vocational nature of computing courses, there is an emphasis on practical assessment. You will sit examinations, but you will also be assessed on the sort of tasks you might have to perform in industry including communication skills and team work. As a result, your progress will be monitored in a variety of ways.

All modules have some coursework assessment. This may take the form of a report or program to write, a system to analyse or design, or a presentation to give. We usually expect you to document the program, justify design decisions and evaluate the quality of the program. You should read the assessment criteria in the assignment specification carefully. No matter how wonderful your work seems to you, you won't do well unless you make sure you satisfy these criteria. We assess your work considering industry standards and professional norms. If you work to our criteria, you will learn how to become an effective, respected computing professional.

In course assessment doesn't just assess what you can do – by doing the assessment you will learn and consolidate the skills you have. Your tutors will give you formal feedback on assignments to help you to do better on other assessments, but more importantly for your future career, to show how you can improve your performance on similar tasks in the future. By acting on the feedback from the lecturer, you will develop your competence and understanding.

You will also get a lot of informal feedback on your performance in class, particularly during practical classes.

Many modules have an examination at the end. Some of these examinations may be "open-book" examinations where you are allowed to take notes and/or books into the examination. Others are more traditional examinations, although some of these may be based around a case study that is issued before the examination.

The overall mark for each module is calculated as a weighted average of the coursework and examination marks. The details are given in the module descriptor held on Elearn Blackboard.

5.2 Notification of assignments and examination arrangements

How do I know what assignments I will have?

At the beginning of the year you will be issued with an indicative assignment schedule. Also at the start of each module, the module leader will tell you the latest date by which a piece of

coursework will be released and the date by which you must submit it. This is to help you to plan your work. Examinations will be displayed on your on-line timetable.

How do I submit my assignments?

Assignments are usually submitted on-line through Elearn Blackboard, which gives you an electronic receipt. Keep a copy of it safe. *To reduce problems from lost assignments, keep a **complete** copy of the work you hand in.*

As far as possible your work will be marked anonymously, so assignment work submissions must not contain your name.

Aim to complete the coursework before the hand-in date to allow a margin of safety in case of technical problems. The University provides you with the software and hardware relevant to your course. If you choose to use your own equipment you are responsible for backing it up. Therefore please note that **failed/lost computers; failed/lost hard-drives, etc will not be accepted as an excuse for late submission.**

Meeting deadlines and dealing with problems in good time are essential parts of your preparation for industry. If you have a problem that may make it difficult to meet a deadline, discuss it with the relevant lecturer **before** the deadline if possible.

If you fail to submit a piece of work without a good reason, you will be given 0% for that work. This will make passing the module very difficult and may mean that you have extra work to complete over the summer. **It makes sense to hand work in before the deadline, even if it is incomplete.**

Will I be penalised for late work?

Except where an extension of the hand-in deadline date has been approved (using extenuating circumstances forms), lateness penalties will be applied in accordance with University policy as follows:

(Working) Days Late	Penalty
1 - 5	maximum mark that can be achieved is 40%
more than 5	0% awarded

5.3 Referencing

In your assignments, use Harvard convention for referencing whenever you make a reference to someone else's work. You can find lots of information about this on the internet (e.g. <https://v3.pebblepad.co.uk/v3portfolio/uclan/Asset/View/Gm3mmGk6sM3RgHZnjGfh7mm6pM>), but you will be given more information about it during your course. If you are in any doubt, ask a lecturer for guidance.

5.4 Confidential material

If you use personal or commercially confidential information in your assignments (e.g. in your project), you have ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations in your work assignments.

Students who do projects for clients must arrange for a client project agreement to be signed by the participants to ensure that they all understand their responsibilities.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Elearn Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In

operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

For computing courses, the only special requirement beyond the University regulations is that you must take a double module project in your final year to be awarded an Honours Degree. This is to satisfy the requirements of the BCS, which is the professional body for IT in the UK. Your project mark guides the Assessment Board if your marks are borderline and they are considering your profile with a view to moving your final award up a class.

7. Student Feedback



You can play an important part in the process of improving the quality of this course through the feedback you give. For example, we made significant changes to the Foundation Entry Year after the first year of operation because of feedback from students indicated that study-skills modules would be better if they were more computing-oriented. A new maths module and two computing-based study skills modules were introduced.

7.1 Student Staff Liaison Committee meetings (SSLCs)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. SSLC meetings are scheduled and chaired by the School President and administered by CAS.

Do not simply save up problems to be raised at the meeting. To help resolve them quickly, problems should be raised with relevant staff, your course representative, or support staff as soon as you are aware of them.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire Preston
3. School	Physical Sciences and Computing
4. External Accreditation	British Computer Society
5. Title of Final Award	BSc (Hons) Computer Games Development in Sandwich Mode BSc (Hons) Computer Games Development BSc Computer Games Development
6. Modes of Attendance offered	Sandwich

	Full-time Part-time
7. UCAS Code	G451
8. Relevant Subject Benchmarking Group(s)	Computing
9. Other external influences	International Games Developers Association (IGDA) British Computer Society (BCS)
10. Date of production/revision of this form	January 2013
11. Aims of the Programme	
<p>BSc (Hons) Computer Games Development is a programming degree. The course will produce graduates who can design and develop software for computer-based games. The course covers the implementation of computer graphics, artificial intelligence, game logic and mechanics.</p>	
Common Computing Aims	
<ul style="list-style-type: none"> • To develop the skills and understanding of theory necessary for the graduates to be employed in a Computing environment • To encourage and enable students to become independent learners. • To develop critical evaluation, communication, enterprise and self-management skills. • To produce graduates with the skills and confidence to solve problems independently and as part of a team • To provide an opportunity for students to develop transferable skills and enhance subject-specific expertise by undertaking a work placement 	
Specific Aims	
<ul style="list-style-type: none"> • To enable students to develop computer games. • To foster an appreciation of the commercial requirements of the games industry. • To develop innovative and creative approaches to the conceptual design of games. 	

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

The successful student will be able to

A1. Explain, evaluate and apply techniques and methods to solve a range of computing problems

A2. Evaluate and apply project management tools and techniques

A3. Analyse the core mechanics, concepts and logic of computer games.

A4. Analyse social, ethical and legal issues relevant to the development and use of computer-based games.

Teaching and Learning Methods

Acquisition of knowledge is mainly supported through lectures and directed learning. The role of directed learning increases as the course progresses. Understanding is reinforced through practical, tutorial and seminar work. This may involve a series of small exercises, extended case studies or discussions. Drop-in help sessions are provided to support particular areas.

Assessment methods

Informal and formative feedback is provided in tutorial, seminar and practical classes through class discussion and individual advice. Formal assessment is through practical and written coursework, and time-constrained examinations, which may include on-line multiple-choice exams, traditional examinations, open-book examinations and partially-seen questions.

B. Subject-specific skills

The successful student will be able to

B1. Solve technical and human problems relating to the development and use of IT-based systems

B2. Select and use appropriate analysis, design and implementation methods, languages and tools to develop high-quality software, particularly for computer games.

B3. Edit and integrate audio and visual content to create computer games.

B4. Develop software in a legal, ethical and professional manner.

B5. Evaluate computer games.

B6. Plan, conduct, and report upon a substantial game development project.

B7. Create and extend game play concepts for computer games.

Teaching and Learning Methods

Computing is a highly practical subject. Skills are developed in a co-ordinated and progressive manner during the three years of the programme. At level 4, the focus is on the acquisition of basic skills through laboratory exercises. At higher levels, more specialist equipment is used. Some practical work demonstrates advanced techniques, while extended practical work enables students to exercise creativity and develop their own solutions. Lectures, sometimes involving on-line demonstration, are supported by tutorials, seminars, practical exercises and directed work.

Assessment methods

A variety of methods are used to assess technical and personal practical skills. These include laboratory exercises, oral presentations, formal reports, and implementation exercises with supporting documentation demonstrating a professional approach and evaluating methods and products.

C. Thinking Skills

The successful student will be able to

C1. Investigate complex situations thoroughly and impartially

C2. Locate, evaluate and integrate information from multiple sources

C3. Evaluate ideas, methods and systems

C4. Analyse and solve problems

Teaching and Learning Methods

Intellectual skills are developed through practical work, tutorial and seminar work and coursework assignments. Discussion among students and with staff during tutorials and supervisory meetings are key methods for the development of thinking skills. Problem-solving is developed in practical classes, seminars and tutorials. Throughout the course, students practise problem-solving individually and in groups. Students research, apply and evaluate information during the professional skills module and during the problem-solving project.

Assessment methods

Staff in class and in supervisory meetings provide informal formative feedback. Intellectual skills are partly assessed through formal examinations but assessment of coursework and practical and theoretical project work is the main vehicle for assessment of the higher order

skills. A variety of assessment methods are used, including formal reports, essays, and oral poster presentations.

D. Other skills relevant to employability and personal development

The successful student will be able to

- D1. Communicate effectively with clients, users and developers
- D2. Learn and work independently and as part of a team
- D3. Operate within an ethical and legal framework appropriate to computing professionals.
- D4. Plan, perform, manage and report on a relevant project
- D5. Identify and set personal goals relevant to long-term educational and career planning

Teaching and Learning Methods

The development of essential communication and transferable skills begins in the Practitioner Skills module at level 4, alongside the introduction and discussion of relevant legal and ethical topics. Communication skills and legal and ethical understanding are further developed in the Professional Skills module at level 5 and in context in other modules through tutorial/seminar work and coursework assignments. A major individual project, supported by supervisory meetings, reinforces and extends the student's abilities: they research topics relevant to their project, write a paper summarising and evaluating their findings, plan and monitor their progress, solve problems and write an extended report. Teamwork is developed in the Practitioner Skills module and culminates in the course-specific team project in semester 2 of the Professional Skills module. Relevant notations are introduced through tutorial and practical work using appropriate tools.

Assessment methods

These skills are assessed through written coursework in many modules, but particularly the Professional Skills team project and the final year individual project, where students write an academic article and a project report, are interviewed, and give a poster presentation.

13. Programme Structures*				14. Awards and Credits*	
Level	Module Code	Module Title	Credit rating		
Level 6	CO3301	Games Development 2	20	Bachelor Honours Degree Requires 360 credits including a minimum of 240 at Level 5 or above and 100 at Level 6 Bachelor Degree Requires 320 credits including a minimum of 200 at Level 5 or above and 60 at Level 6 Students who successfully complete CO2802, Industrial Placement Year, will have the award "in sandwich mode"	
	CO3303	Maths and Technology for Games	20		
	CO3402	OO Methods in Computing	20		
		Either			
	CO3808	Double Project#	40		
	CO3809	Single Project#	20		
	Or				
	Options				
	CO2509	Mobile Computing	20		
	CO3717	Games for the Internet	20		
Level 5	CO2301	Games Development 1	20	HE Diploma Requires 240 credits including a minimum of 100 at Level 5 or above	
	CO2401	Software Development	20		
	CO2402	Advanced Programming	20		
	CO2403	Professional Skills	20		
	CO2409	Computer Graphics	20		
	CO2411	Software Engineering Practices	20		
	CO2802	Industrial Placement Year	120		
Level 4	CO1301	Games Concepts	20	HE Certificate in Computing Requires 120 credits at Level 4 or above	
	CO1404	Introduction to Programming	10		
	CO1401	Programming	10		
	CO1507	Introduction to Networking	20		
	CO1111	Computing Skills	20		
	CO1605	Systems Analysis & Database Design	20		
	CO1801	Practitioner Skills	20		
# Honours students must take CO3808, Degree students may take CO3809					
15. Personal Development Planning					
In the first year, students are introduced to Personal Development Planning (PDP) within the Practitioner Skills module. Following an introductory lecture, students then conduct PDP activities with their personal tutors. Students are encouraged to audit their skills; set goals and produce a Progress Plan. In a progression meeting students consider matching their					

skills to their target Degree course. Students also develop a CV. At the start of the second year, students are re-introduced to PDP through a three-day induction event. PDP activities are conducted through meetings with their Course Leaders/Personal Tutors as in the first year. In these sessions, students: identify past skills; evaluate new skills; consider long-term goal setting; prepare a progress plan looking to the future; and link PDP with employability and third year. In conjunction with the Professional Skills module, students undertake a semester-based University Employability Certificate. This enhances the students' self-awareness and ability to seek employment particularly within computing. Students gain a separate University Certificate in addition to their Degree.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

280-320 UCAS tariff points at A2 or BTEC National Diploma Merit Merit Pass

AND

5 GCSEs at grade C or above including Maths and English

Qualifications equivalent to the above. Key skills in Mathematics level 2 will be accepted as an alternative for GCSE Mathematics

17. Key sources of information about the programme

- Department Web Site
(http://www.uclan.ac.uk/schools/computing_engineering_physical/computing_courses.php)
- Course Fact Sheets

18. Curriculum Skills Map - BSc(Hons) Computer Games Development

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																				
				Knowledge and understanding				Subject-specific Skills							Thinking Skills				Other skills relevant to employability and personal development					
				A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	D1	D2	D3	D4	D5	
LEVEL 6	CO3301	Games Development 2	COMP	✓		✓			✓	✓	✓	✓			✓	✓	✓	✓			✓		✓	
	CO3303	Emerging Tech for Games	COMP	✓		✓		✓	✓	✓	✓	✓					✓	✓						
	CO3402	OO Methods in Computing	COMP	✓		✓											✓	✓						
	CO3717	Internet Games	O	✓				✓		✓	✓			✓				✓			✓	✓		
	CO3808	Double Project	C (for Hons)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	CO3809	Single Project	C (if taken)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5	CO2301	Games Development 1	COMP			✓			✓	✓	✓	✓					✓	✓						
	CO2401	Software Development	COMP	✓	✓			✓									✓	✓						
	CO2402	Advanced Programming	COMP	✓				✓				✓						✓						
	CO2403	Professional Skills	COMP	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
	CO2409	Computer Graphics	COMP	✓	✓	✓			✓	✓	✓	✓	✓					✓						

	CO2509	Mobile Computing	O	✓		✓		✓	✓		✓				✓	✓						
	CO2411	Software Eng. Practices	COMP	✓	✓			✓	✓						✓	✓	✓	✓	✓		✓	
	CO2802	Industrial Placement Year	O	✓	✓	✓	✓	✓	✓		✓					✓	✓	✓	✓	✓	✓	
LEVEL 4	CO1301	Games Concepts	COMP			✓	✓		✓	✓	✓	✓		✓		✓						
	CO1404	Introduction to Programming	COMP	✓				✓				✓				✓						
	CO1401	Programming	COMP	✓				✓				✓				✓						
	CO1507	Introduction to Networking	COMP	✓				✓								✓						
	CO1111	Computing Skills	COMP	✓			✓	✓	✓		✓	✓				✓						
	CO1605	Systems Analysis and Database Design	COMP	✓			✓	✓	✓		✓				✓	✓	✓	✓	✓			
	CO1801	Practitioner Skills	COMP				✓	✓		✓					✓	✓		✓	✓	✓	✓	✓

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification is a summary of the main features of the programme and the learning outcomes that a typical student is expected to achieve and demonstrate after taking advantage of the learning opportunities provided on the programme.

Sources of information on the programme can be found in Section 17

13. Awarding Institution / Body	University of Central Lancashire
14. Teaching Institution and Location of Delivery	University of Central Lancashire Preston Campus
15. University School/Centre	School of Physical Sciences and Computing
16. External Accreditation	None
17. Title of Final Award	BSc (Hons) Computing (Foundation Entry) (non-award-bearing programme: initial stage of 4 year degree course)
18. Modes of Attendance offered	Full time
19. UCAS Code	
20. Relevant Subject Benchmarking Group(s)	QAA Subject Benchmarking Statement: Computing 2007 http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Computing.aspx Accessed Mar 14)
21. Other external influences	BCS

22. Date of production/revision of this form	September 2015
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23. Aims of the Programme	
<p>This is the first year of a four year programme, leading to the first year of BSc (Hons) Computing.</p>	
<p>Computing offers broad range of interesting careers, but is often not studied at school and where it is studied, may concentrate on application use rather than creative software development or the investigation and management of complex technology.</p>	
<ul style="list-style-type: none"> • To provide an access route to Honours degree programmes in Computing for students with a relevant aptitude and interest but without the necessary qualifications for first year entry. 	
<ul style="list-style-type: none"> • To develop the key personal and transferrable skills required for undergraduate study. 	
<ul style="list-style-type: none"> • To introduce key concepts relating to hardware, software and data communication 	
<ul style="list-style-type: none"> • To provide a stimulating environment that cultivates a confident, pragmatic and resourceful approach to the solution of computing problems. 	
<ul style="list-style-type: none"> • To help students understand the breadth of possible computing careers and the skills they require. 	
<ul style="list-style-type: none"> • To provide a structured and supported process for students to reflect upon their own learning, performance and achievement to plan for their personal educational and career development 	

24. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

On completion, a successful student will be able to

- A1. Explain Higher Education concepts (e.g. learning outcomes, assessment criteria and referencing)
- A2. Evaluate different types of information
- A3. Analyse their personal strengths and weaknesses as learners
- A4. Describe the key features of a programming language
- A5. Explain the function of common hardware and system software

Teaching and Learning Methods

Acquisition of knowledge is mainly supported through lectures and directed and self-directed study. Understanding is reinforced through practical, tutorial and seminar work. Students develop understanding and retain knowledge best through practice, which may involve a series of small exercises, extended case studies or discussions. Students also learn during practical, development-based assessments, where they can objectively test their work, identify problems, recognise and correct their errors or misunderstandings. Drop-in help sessions are provided to support particular areas.

Assessment methods

Informal and formative feedback is provided in tutorial, seminar and practical classes through class discussion and individual advice. Formal assessment is through practical and written coursework, and time-constrained tests, which will include project/portfolio work, essays, presentations and group-work

Tests and examinations will assess individual knowledge and understanding.

B. Subject-specific skills

On completion, a successful student will be able to

- B1. Develop an academic argument using a recognised referencing convention
- B2. Design and implement small programs
- B3. Use simple system software (e.g. ipconfig, encryption applications)
- B4. Apply appropriate mathematical methods to computing-related problems
- B5. Solve a variety of computing-related problems

Teaching and Learning Methods

Computing is a highly practical subject. At this level, the focus is on the acquisition of basic skills through laboratory exercises and discussion. Some extended practical work enables students to exercise creativity and develop their own solutions. Lectures, sometimes involving on-line demonstration, are supported by tutorials, seminars, practical exercises and directed work.

Assessment methods
Program assignments, assessed lab work, essays, presentations, examinations
C. Thinking Skills
On completion, a successful student will be able to
C1. Analyse information from primary and secondary sources
C2. Communicate the results of their study/work accurately and reliably in writing, with structured and coherent arguments
C3. Use a variety of techniques to solve problems
C4. Learn and research independently
Teaching and Learning Methods
Intellectual skills are developed through practical work, tutorial and seminar work and coursework assignments. Discussion among students and with staff during tutorials and practicals are key methods for the development of thinking skills.
Throughout the course, students practise problem-solving individually and in groups. Students are challenged to find, apply and evaluate information in all modules.
Learning is supported through workbook and other guidance materials and on-line tasks.
Assessment methods
Staff provide informal formative feedback in class. Intellectual skills are assessed through coursework and examination. A variety of assessment methods are used, including short reports, essays, and presentations.
D. Other skills relevant to employability and personal development
On completion, a successful student will be able to
D1. Work independently to deadlines, with appropriate guidance
D2. Create, perform, monitor and adapt a plan
D3. Make personal, educational and career action plans to support future development
D4. Communicate simple concepts and arguments effectively
Teaching and Learning Methods
The development of essential communication and transferable skills is supported through seminars and tutorials, team-based problem-solving, in-class and out of class activities.
Assessment methods
These skills are assessed through written coursework and presentations and through the effect they have on students' performance in subject-specific assignments

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 3 (FE)	COC001	Introduction to Software Development	20	BSc (Hons) Computing (Foundation Entry) Requires completion of 120 credits at Level 3. Successful completion of six modules leads to progression to Year 1 of BSc (Hons) Computing. Alternate progression routes may be offered to the following programmes: BSc (Hons) Computer Games Development BSc (Hons) Computer Network Technology BSc (Hons) Forensic Computing BSc (Hons) Information Systems BSc (Hons) Multimedia and Mobile Development BSc (Hons) Software Engineering Students who exit after successful completion of 120 credits at Level 3 will receive a transcript of the modules and grades
	COC002	Investigating IT	20	
	COC003	Problem-solving for Computing	20	
	COC004	Study Skills 1 – Learning How to Learn	20	
	COC005	Study Skills 2 – Developing Academic Skills	20	
	MSC065	Introduction to Mathematical Methods	20	
15. Personal Development Planning				
Personal Development planning starts during induction. It is supported primarily through the module Study Skills 1 – Learning How to Learn. The aim of this module is to provide a				

structured and supported process for students to reflect upon their own learning and achievement to plan for their own personal education and career development. The students will be encouraged to:

- develop skills of reflection on their academic, personal and professional development
- increase awareness of their own skills, qualities, attitudes and capabilities
- improve their own learning and performance
- identify strengths, weaknesses and needs and direction for change
- set goals and plan action for developing, monitoring and reviewing their own progress
- compile their own records of learning experiences and achievement
- plan realistically for their career progression and manage their own career development and lifelong learning

They will be encouraged to utilise and transfer these skills across the programme and in future study and onto their careers.

Students are divided into Academic Advisor groups and will meet on a weekly basis. This enables a structured tutorial programme to be coupled with ample opportunities for pastoral support as students make the transition to higher education.

Other modules incorporate time-management, reflective writing, critical evaluation and independent research.

Different types of careers in computing and the skills and subjects that are necessary to succeed in those careers are considered in the computing specialist modules. This will inform the students to choose an appropriate course to progress to on completion of year 0.

These activities are reinforced by encouraging communication and team working among students, and between students and staff.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

This programme has been designed for students who have not had the standard opportunity to study at Level 3, mature students who have had significant time out of formal education or students who have failed to achieve the necessary qualifications to join the first year of an Honours Degree.

Motivation, commitment and enthusiasm are also expected for entry to the programme. Applicants are expected to demonstrate an aptitude or interest in computing beyond simply using computer applications. They should normally have obtained at least 180 UCAS Points (e.g. CDE) with at least one A Level or equivalent at Grade C (BTEC requirements: Merit Merit Pass (MMP) at National Diploma Level). Students with a lower level of qualifications

may be admitted if they can demonstrate that they are likely to succeed on a Computing Degree. Candidates may be asked to undertake an aptitude test and interview.

Applicants should have five GCSEs at grade C or above, including Maths and English, or equivalent.

The English entry requirement for International or non UK students is an IELTS score of 6.0. Applicants who do not have this qualification will need to pass a UCLAN test in the UK and have a spoken interview before an offer is made.

We welcome applications from students with non-standard qualifications. Preferably such applicants will be able to provide evidence of their enthusiasm for computing and ability to succeed on the programme through relevant work or other experience. .

17. Key sources of information about the programme

- UCLan website: http://www.uclan.ac.uk/study_here/undergraduate_study.php
- The Course Handbook
- The UCAS website: <http://www.ucas.ac.uk/>

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																	
				Knowledge and understanding					Subject-specific Skills					Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4
	COC001	Introduction to Software Development	Comp				X			X			X		X	X		X	X		X
	COC002	Investigating IT	Comp					X			X		X	X	X		X	X			X
	COC003	Problem-solving for Computing	Comp		X						X	X	X	X	X	X	X	X			X
	COC004	Study Skills 1 – Learning How to Learn	Comp		X	X									X	X	X	X	X	X	X
	COC005	Study Skills 2 – Developing Academic Skills	Comp	X					X					X	X	X	X	X	X		X
	MSC065	Introduction to Mathematical Methods	Comp		X						X		X	X	X		X	X			X

8.2 Succeeding at Assessment

There are guidelines for succeeding at assessments. Those who are unaware of these or who decide to ignore them will be at a disadvantage.

a) Do what you are asked to

When an assignment or examination question is set, the lecturer will have a good idea of what is necessary to answer it properly. You will normally be asked to do several tasks and be given guidance on the relative worth of each. Read carefully what is required and attempt every part but do not spend too much time on components of little worth.

b) Think of the person who will evaluate your work

Ensure that your work is well-organised and easy to mark. Don't use fancy folders that take five minutes to undo. Be concise and stick to the point. Try to demonstrate that even if you haven't time to complete the assignment tasks you do understand what is required.

c) Pace yourself

Equipment and staff are always harder to find as deadlines approach. You will save yourself time and effort if you start assignments early and don't let them pile up. If you leave work until the last minute, it will be hurried and will contain silly errors. Use an assessment timetable to plan and monitor your work - and complain to a lecturer who is late in giving out assignments!

d) Obey the rules

Read the assessment regulations carefully. Ensure that something is handed in on time. Even if you haven't managed to spend sufficient time on a piece of work or if you feel that you have misunderstood what is required, your attempt may show the lecturer where you need help.

e) Be sensible

Make sure you have done the preparatory work before you tackle relevant parts of the assignment. There are likely to be practicals on relevant material: do them. If you find them difficult or don't understand them, discuss them with the relevant tutor.

If an assignment seems very difficult or to require a very long time, discuss it with the lecturer to make sure you understand what is required.

f) Prepare properly for examinations

Everyone worries before exams, it's natural – a combination of a fear of the unknown and concern over the consequence of failure. However, you can increase your confidence by preparing properly.

1. **Use past papers** – they are available in each module's page on the University's Elearn Blackboard learning environment. Sometimes very similar questions will appear on your examination. At least they will give you a good idea of what the lecturer expects. The best use of past examination questions is to provide a focus for your revision. It may be useful to refer to them during the year as topics are covered.
2. **Keep up during the year** – revision does not mean "learning from scratch". Try to review your lecture notes at the end of each week and highlight any areas you don't understand. Find out about these immediately.

3. **Make a revision timetable** – allocate each subject roughly a fair share of time and try to stick to it. Don't make it too ambitious - you will need time to go out and relax. Joint revision with a few friends can be more pleasant, but beware of believing they understand the material any better than you do.
4. **Tackle the examination sensibly** – don't panic: if you are finding it difficult, so are other people. Make sure you have all the relevant equipment. Read the paper carefully, especially the "rubric" that specifies the number of questions you must answer and any restrictions on them. Plan to use the available time appropriately: allow equal time if the questions are allocated equal marks. Make sure you attempt and hand-in the full number of questions required, even if you think your answer to one question is poor. It's much easier to convert 0/20 to 5/20 than it is to convert 15/20 to 20/20.
5. **Choose your questions carefully** and ensure that you answer the question that is set, not the one you wish had been set.
6. **Present your answers thoughtfully** – make them easy to mark. Write clearly, but don't waste time on excessive neatness, for example, cross out rather than using liquid paper. Aim at quality not quantity. Don't try to save paper.
7. If you are running out of time, **use notes to show how you would have answered the question.**
8. **If your mind goes completely blank, move to another question,** or try to think of related topics or try to picture the relevant lecture notes.
9. **Don't waste time on post-mortems after the examination.**
10. **Be aware of hints given by lecturers** - the lecturer may indicate whether a particular subject is important (i.e. likely to appear on the examination) or what you are expected to know about a subject.
11. **Find out the consequences of failure** - normally if the worst comes to the worst and you fail an examination, you will be given a chance to resit another examination in that module at a later date

8.3 Coping With Difficulties

Will I be able to cope with the course?

We have a lot of experience of teaching computing to people from all sorts of backgrounds. Support is designed into the course for those who need it. For example, there are support sessions for Maths and Programming and you are encouraged to take advantage of these if necessary. Lecturers publish times when you can speak to them about your progress or discuss problems that you are having.

We have accepted you on this course because we believe you have the potential to succeed. Of course, to realise that potential, you must remain well motivated and work steadily throughout the year. Remember that you should do about 200 hours of work per module.

What if I have a disability

If you have a disability that may affect your studies, please let one of the course team know as soon as possible. We will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

What if my part-time work is interfering with my course?

Everyone is aware that many students have to work to support themselves, but you must decide whether the extra money is worth any risk to your studies. Work of 8-10 hours a week is unlikely to cause significant problems, providing that you are well organised. Much longer hours on a regular basis may affect your chance of success. If you have major financial problems, you should seek expert advice, possibly starting with the Students' Union or the "i". In the long term, it may be better to switch to a part-time route, to give you more time to work.

I am a part-time student, what if work interferes with my studies?

Make sure that you don't take too many modules. You can take up to four modules in a year, but four modules is a heavy workload on top of a full-time job. A smaller number of modules per year over a longer period may lead to a better degree. If you provide evidence that work is particularly intense, we may be able to arrange extensions to coursework.

What if I have problems?

If you have a problem with a particular piece of equipment or with installing software, ask a technician or LIS Customer support (01772 895355, or internal extension x5355, email LISCustomerSupport@uclan.ac.uk or in person in the Library) for help.

If you encounter problems with an assignment, seek help from the relevant lecturer. Discussing the problem with your friends may help, but make sure that any work handed in for an assignment is really your own. **Copying someone else's work is cheating and such cases are treated very seriously.** In the unlikely event that you cannot do the coursework even with advice from the lecturer, your notes and the library, hand in whatever you have done and then learn from the lecturer's comments.

There are many sources of help and support for general problems (e.g. your Academic Advisor or The "i" in Foster Building). Talk to someone: the relevant lecturer if it is a problem with a particular module, or your Course Leader or Academic Advisor if it is of a more general nature. Student Services have specially trained counsellors who can give advice on a wide range of personal problems. The sooner we are aware of the problem, the sooner we can help or advise you on the options available to you.

If there are circumstances beyond your control that affect your performance, tell the Module Leader as soon as possible. If a short extension or other action is appropriate, you should get documentary evidence and submit it in a special "Extenuating Circumstances"

envelope obtainable from the School Office. Where appropriate, we will take action during the year to alleviate genuine and significant extenuating circumstances. At the end of the year the Assessment Board will take these circumstances into account where appropriate. Deadlines for submitting extenuating circumstances are listed on the back of the envelope.

What if it all goes wrong?

To pass a year, full-time students must pass or be condoned in 6 modules. If, after resits, you don't manage to do this, you may be able to take the failed modules as a part-time student, or to repeat the year as a full-time student. Obviously, these options have financial implications, so you should discuss them with your family and other relevant people e.g. the Student Union Advisory Service or the University Academic Advisor.

Getting Help and Advice

Your lecturers will be able to help you with problems in their subject. Each lecturer is available for consultation. Their availability may be displayed outside the lecturer's office, or as part of their email signature). Do not be afraid to use this time.

Teaching staff will help you with software relating to their modules in practical classes. Staff in the library can provide additional information about the available software on the main computers. They can help you with problems you may have in using the computers. If you have technical problems with machines in the School, please email liscustomersupport@uclan.ac.uk with the following information

Room Number

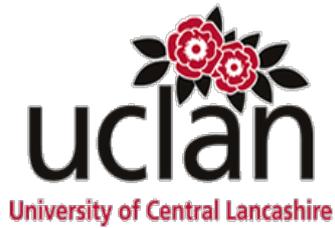
Equipment Number e.g. 4738 or other identifier if no equipment number

Brief description of the fault

If the fault has affected your coursework, include a copy of the email in the coursework submission.

Other students will often help you with minor problems and can be a great help if used sensibly. They may be able to explain concepts or help with non-assessed practical work. However, don't assume that a student who sounds knowledgeable really does know better than you and do not copy assessed work. The work you hand in for assignments must be your own unless the assignment asks for group work. If other students are experiencing similar problems, you or your **Student Representative** should gather information and discuss it with the relevant lecturer. If problems persist, the first year tutor or, if the problems are serious, the Head of School may be able to sort them out.

Your academic advisor, course leader, or year tutor (year 1) are a good source of advice. The <i> and the Student Union Advice Centre have a lot of experience of helping students tackle a wide range of problems.



University Student Handbook



2017/18

Please read this Handbook in conjunction with your Course Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.

UCLan Mission statement

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

UCLan Values

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter

The Student Charter has been developed by the University and the Students' Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or 'contract' between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. [Read the full Student Charter](#)

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](#) for further information.

Contents page

- 1. Welcome and Introduction to the University**
- 2. Learning Resources**
- 3. Preparing for your career**
- 4. Student support**
- 5. Students' Union**
- 6. Rationale, aims and learning outcomes of the course**
- 7. Assessment**
- 8. Student Voice**

1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of this Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded as unread.

1.2 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements

Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may appeal this decision by following the [Complaints Procedure](#)

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. **You must only enter your own details on the system** as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the [Regulations for the Conduct of Students](#)

1.5 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of

personal information, please see the University's Data Protection Policy and [Privacy Notice](#) or contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.



2. Learning resources

2.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Library Opening Hours here:

http://www.uclan.ac.uk/students/study/library/opening_hours.php

2.2 Electronic Resources

LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts.

3. Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan [Careers](#) offers a range of support for you including:-

- One to one career and employability advice and guidance appointments.
- Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
- Workshops, seminars, and events to enhance your learning and develop your skills.
- Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. For more information come along and visit the team (in Foster building

near the main entrance) or access our careers and employability resources via the [Student Portal](#)

It's your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858

careers@uclan.ac.uk

www.uclan.ac.uk/careers

4. Student support, guidance and conduct



4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.

http://www.uclan.ac.uk/students/study/library/the_i.php

4.2 Students with disabilities

You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.

https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, disability@uclan.ac.uk



4.4 Health and Safety

As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment.

Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner towards all members of

the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.



5. Students' Union

You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what the Students' Union does and is encompassed by its tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students' Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students' Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go? Pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union's dedicated staff team in the [Advice and Representation Centre](#) are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union's (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at www.uclansu.co.uk

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a 'programme specification'. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is

not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our [Additional Information and Conditions of Offer](#)



7. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances have been expressly agreed by the University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the time and date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively ([Academic Regulations](#)).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).



7.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready

to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see [Academic Regulations and Assessment Handbook](#))

You can apply for Extenuating Circumstances online via [myUCLan](#). You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

[Further information about the submission process](#)

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).



7.4 Late submissions

If you submit work late without authorisation, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University's [Academic Regulations](#).

7.5 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments ([Academic Regulations](#)). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

For courses (except distance learning):

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.



7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation ('unfair means').

You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#) .

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a **single** offence of unfair means in an undergraduate or postgraduate assessment:

- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a **repeat** offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.

7.7 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University [Academic Regulations](#): Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.



8. Student voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities and are involved with decision making committees at levels as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

8.1 Course Representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: coursereps@uclan.ac.uk.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk



8.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other's views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan

against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University's Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University's [Complaints Procedure](#)

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college's complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college's procedure, you will be entitled to submit your complaint to UCLan.

