
Faculty of Engineering & Physical Sciences

**Division of Civil, Chemical & Environmental Engineering
(CCE)**

**Division of Mechanical, Medical & Aerospace Engineering
(MMA)**

GENERAL HANDBOOK

**Aerospace Engineering
Chemical Engineering
Chemical & Bio-Systems Engineering
Civil Engineering
Mechanical Engineering
Medical Engineering**

2011/12

USING YOUR HANDBOOK

Your handbook is provided in **TWO, separately bound**, documents:

This, first, document is the **GENERAL HANDBOOK** and comprises two parts. The first part, **Part A**, describes aspects that are common to all the Bachelor of Engineering (BEng) and Master of Engineering (MEng) programmes in Aerospace Engineering, Chemical Engineering, Chemical & Bio-Systems Engineering, Civil Engineering, Mechanical Engineering, and Medical Engineering. The second part, **Part B**, contains the **GENERAL REGULATIONS** which sets out, in formal detail, the “rules” of your degree programme.

The second document of your handbook is the **PROGRAMME INFORMATION**. It gives you information specific to your particular degree programme and has a colour coded front cover – Red for Civil Engineering, Blue for Mechanical, Medical and Aerospace Engineering and Green for Chemical and Chemical & Bio-Systems Engineering.

Together, these two documents contain the key information that you will need during your studies at Surrey. You are required to be **aware of**, and **act on**, the information provided so it is **essential** that you take the time to look through your copy of the Handbook and become familiar with its contents. **Please keep your copy safe for reference throughout the year.** If you have any questions, you should ask your Personal Tutor for advice and clarification.

When communicating with the University and its staff it is important that you make use of your **university e-mail account** as this is one of the key routes through which we will keep in contact with you. You can keep up-to-date with the teaching and support provided for your degree programme via the on-line information service **ULearn**. Much, detailed information about your degree programme, including module syllabus details, and many useful study resources are available to you within the **ULearn** system which can be accessed at:

www.surrey.ac.uk/ULearn

The information is located in a module entitled
Mma and Cce Uq Programme Information 2011-12

Hereafter this module will be referred to as the
ULearn Programme Information Module.

Distribution: BEng & MEng Undergraduate Students (CCE/MMA)
Academic Staff
Teaching Support Staff
External Examiners
Registry (QAEO)
Students' Union

University of Surrey Student Charter

The University of Surrey is a world class, research intensive institution which places a high value on teaching, scholarship, enterprise and innovation. Our core values, shared by students and staff alike, are excellence, collegiality, professionalism and integrity. During your studies here, you will have the opportunity to interact proactively with recognised leaders in scholarship and research. You will also have the opportunity to develop your personal skills and those necessary for the world of work.

University staff in academic and support departments and the Students' Union work very closely together to ensure a high quality learning experience/environment within a supportive and safe community. We place a strong emphasis on mutual respect between staff and students, and our campus provides a warm and friendly learning environment. The University and the Students' Union offer a wide range of extra-curricular opportunities for students as well as support and guidance as and when required. You will be encouraged to provide feedback on all aspects of your academic and non-academic experiences either individually or via elected student representatives.

The University undertakes to provide:

- High quality staff, teaching and research support; academic advice and guidance; a Personal Tutor or Research Supervisor for each student;
- A high quality, relevant and ever improving academic experience for all students;
- High quality library, IT, laboratory and teaching facilities;
- Access to a wide range of activities that will enhance personal development and employability;
- A range of services ensuring students feel supported when necessary;
- Regular opportunities for students to feedback and a proactive approach towards enhancing the student experience;
- A safe working environment.

You undertake to:

- Do your very best; to strive to succeed and to fully engage in a positive way with all aspects of your studies;
- Take full responsibility for managing your own independent learning and personal development;
- Actively participate in sessions specified for your programme of studies or research and submit all assessed work by stated deadlines;
- Read the student handbook and comply with the general and assessment regulations governing your studies or research programme;
- Give constructive feedback on your University experience at all levels;
- Regularly check and respond, in a timely manner, to University emails, letters and other communications from staff and student representatives;
- Make appropriate use of the student union provision for student representation on formal decision making bodies and the staff/student committees of your faculty;
- Treat fellow students, staff and your environment with respect; in the context of the institution's diverse and multicultural community;
- Be aware of responsibilities for the health and safety of yourselves and others;

- Make prompt payment of tuition and all other fees charged by the institution.

The Students' Union undertakes to:

- Offer students a means to feedback to the University and to enable continuous improvement of the services provided;
- Support students to ensure they receive fair treatment, are treated equally and are aware of their rights and responsibilities;
- Assist students with academic and welfare problems;
- Provide a range of sports clubs, societies and other activities to enhance personal development, meet other students and develop hobbies and interests;
- Support students in engaging with the community;
- Represent the interests of all students at local, regional and national level.

The University undertakes to provide all students with the following information:

- Lecture and examination timetables in good time;
- Clear deadlines and timeframes for feedback on submitted work;
- A handbook containing information relating to your programme such as academic regulations, exams, appeals, complaints and late submissions (see also <http://portal.surrey.ac.uk/calendar/index.jsp>)
- Programme tuition fees and payment options;
- Student welfare and support.

Date approved by Senate: 5 July 2011

Vice-Chancellor



President of Students' Union



Our Student Charter gives a summary of our aspirations and expectations for each other at the University of Surrey. It is not, however, a legally binding contract and it is not intended either to define or limit the legal rights and responsibilities of the University of Surrey, the University of Surrey Students Union and each student. All students should ensure that they are aware of all documents published by the University of Surrey and the Students Union which relate in any way to being a registered student and/or a member of the students' union (including the Charter, Statutes and Ordinances and all regulations, policies, procedures, protocols and guidelines issued by the University of Surrey and/or the Students Union from time to time).

UNIVERSITY OF SURREY
Faculty of Engineering and Physical Sciences

**Aerospace, Chemical, Chemical and Bio-Systems, Civil,
Mechanical and Medical Engineering**

GENERAL HANDBOOK
(PART A)

2011/12

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Disclaimer: While every effort has been made to ensure the accuracy of the information contained in this Handbook it is not possible to guarantee that the information is wholly correct. The University reserves the right to introduce changes to the information given.

UNIVERSITY OF SURREY
Faculty of Engineering and Physical Sciences

1. WELCOME !

The Dean of the Faculty of Engineering and Physical Sciences, Professor Jonathan Seville and all the Faculty staff wish you a very warm welcome to the University of Surrey. Whether you are arriving as a new student, or returning to continue your studies at Surrey, we wish you every success. As a future graduate of the Faculty, you will be joining a successful group of people who hold positions of responsibility and authority in engineering, business and commerce in this country and overseas. We have high expectations of you, as you should have of us. Together, we can help you fulfil your aspirations. As well as an excellent education, the University of Surrey also offers you a wide range of extracurricular opportunities. Make full use of them, but don't forget why you came here! We look forward to meeting all of you in person during the course of the year.

Dr Nicole Rockliff
Director of Undergraduate Studies
Division of MMA Eng

Dr Marcus Matthews
Director of Teaching
Division of CCE Eng

2. PRINCIPAL AIMS OF THE PROGRAMMES

The Faculty of Engineering and Physical Sciences offers an extensive portfolio of modular undergraduate degree programmes, including those in the disciplines of Aerospace, Chemical and Chemical & Bio-Systems, Civil, Mechanical, and Medical Engineering. The principal aim of all our programmes is to offer the balance of education and experience that is required to prepare our graduates for professional careers as engineers and scientists throughout industry, the public services and in research. Our undergraduate programmes are designed to provide each graduate with the broad education and the essential skills required to meet the many challenges encountered by the professional engineer.

Beyond these general aims, each of our degree programmes has their own, subject-specific aims. These are presented in the relevant Programme Information handbook.

The Faculty of Engineering and Physical Sciences benefits significantly from its strong links with industry, and the Professional Training year is a key element in many of our undergraduate programmes. This year in industry provides an excellent insight into engineering as a career and it gives you the opportunity to practise and develop the skills and understanding learnt in earlier parts of your degree programme.

All of our BEng and MEng programmes are accredited by the relevant professional engineering institutions (IChemE, ICE, IMechE, IStructE and RAeS), providing the educational base necessary for subsequent registration as a Chartered Engineer by the Engineering Council UK (<http://www.engc.org.uk/>).

3. WHO'S WHO IN THE FACULTY

Below is a list of some key personnel whom you may need to contact. A full list of all the staff of the Faculty of Engineering and Physical Sciences (including their office locations and e-mail addresses) is available on-line on **ULearn**.

Dean of Faculty:
Associate Dean, Learning and Teaching:
Faculty Registrar:
Director of Undergraduate Studies (MMA):
Director of Teaching (CCE):
Deputy Director of Teaching (CCE):

Professor Jonathan Seville
Dr Rick Woods
Miss Cora Domburg
Dr Nicole Rockliff
Dr Marcus Matthews
Dr Walter Wehrmeyer

Programme Directors:

Aerospace Engineering:	Dr Phil Hancock
Chemical and Chemical Bio-Systems Engineering:	Dr Alan Millington
Civil Engineering:	Mr Colin Howard
Mechanical, Medical:	Dr Alan Packwood

Any concerns or grievance regarding teaching and assessment should be addressed to your Personal Tutor in the first instance.

Level Tutors:

Level 1 Tutor:	Dr Alan Millington
Level 2 Tutor:	Dr Nicole Rockliff
Level 3 Tutor:	Your Programme Director
Level M Tutor:	Your Programme Director

The Level Tutors are responsible for particular levels of study, so contact your Level Tutor if there is a matter of concern that affects your Level as a whole.

Senior Tutors for Professional Training:

Aerospace / Mechanical / Medical Engineering:	Dr Mark Baker
Chemical and Systems Engineering:	Dr Phil Holmes
Civil Engineering:	Mr Colin Howard

Undergraduate Teaching Support Office:

Administration Team Manager:	Shirley Pike
Programmes Team Leader:	Sarah Butcher
Undergraduate Programme Administrator:	Rachel Hudson
Admissions Team Leader:	Martyn Jones
Professional Training Administration:	Kathy Lilley

*The Undergraduate Teaching Support Office (UTSO) is your main administrative contact point in the Faculty of Engineering and Physical Sciences: if you have a question about the organisation of your studies, it's a good place to start. Either send an e-mail or visit in person (**room 8 AA 02**). Your points of contact within UTSO are Sarah Butcher (for MMA, email s.butcher@surrey.ac.uk) and Rachel Hudson (for CCE, email r.hudson@surrey.ac.uk).*

Academic Integrity Officers (see Appendix A for details)

CCE:	Dr Walter Wehrmeyer and Dr Anton Fried
MMA:	Dr Danny Abasolo and Dr Leo Shead

Staff authorised to grant extensions to a coursework deadline in the event of extenuating circumstances (see 4. 22 and Appendix G)

Level 1	Dr C.A. Millington (alternate, Dr N.J. Rockliff)
Level 2	Dr N.J. Rockliff (alternate, Dr C.A. Millington)
Level 3/M	Your Programme Director (alternate for CCE, Dr M.C. Matthews, alternate for MMA, Dr N.J. Rockliff).

Staff authorised to consider a request for extenuating circumstances for examinations

Associate Dean (Learning & Teaching)

Faculty Registrar

External Examiners

An External Examiner as defined in the General Regulations for First Degrees, Diplomas and Certificates for students pursuing modular programs of study at the University of Surrey (see Part B for full details) as: *“An experienced academic or practitioner who is retained by the University to act as an independent and impartial adviser. External examiners are required to provide the University with informed comment on the standards set for programme outcomes and awards and student achievement in relation to those standards”*

Each programme of study has one or more External Examiners. A list of the current External Examiners and their affiliations for first degree programmes in CCE and MMA are shown in table 1 below.

Table 1 External Examiners

Programme(s)	External Examiner(s)	Affiliation
BEng/MEng Chemical Engineering/ BEng/MEng Chemical/Bio-Systems Engineering	Prof Raffaella Ocone	School of Engineering & Physical Sciences Heriot-Watt University Edinburgh EH14 4AS
BEng/MEng Civil Engineering	Prof Ian May	School of the Built Environment Heriot Watt University Edinburgh EH14 4AS
BEng/MEng Mechanical Engineering/ BEng/MEng Medical Engineering/ BEng/MEng Aerospace Engineering	Prof Martyn Pavier	Dept of Mechanical Engineering University of Bristol Queen's Building University Walk Bristol BS8 1TR
	Prof Neil Sandham	School of Engineering Sciences (Aerospace/Astrospace) University of Southampton Southampton SW17 1BJ

4. SOME FREQUENTLY ASKED QUESTIONS

The following sections answer some frequently asked questions about studying at Surrey. If you have other questions or concerns, please do not hesitate to ask any member of staff, especially your Personal Tutor.

4.1 What is a semester?

A semester is half an academic year. The length of a semester at the University of Surrey is 15 weeks, but there are some exceptions. For Level 1 students, Semester 1 is longer in that it is preceded by Introduction Week. In your particular programme, there may also be some extra out-of-semester courses that you must attend. As always, do check the **ULearn Programme Information Module** for details.

The dates of the semesters for the next two years are shown in Table 2.

Table 2: Semester Dates

Session	Who?	Semester 1	Who?	Semester 2
2011-2012	<i>Level 1</i>	26 September to 3 February	<i>All</i>	6 February to 15 June
	<i>Others</i>	3 October to 3 February		
	<i>All</i>	Christmas Vacation 17 December to 8 January	<i>Level 1 Civ Eng.</i>	Easter Vacation 30 March to 22 April*
			<i>Others</i>	30 March to 29 April
2012-2013	<i>Level 1</i>	24 September to 1 February	<i>All</i>	1 February to 14 June
	<i>Others</i>	1 October to 1 February		
	<i>All</i>	Christmas Vacation 15 December to 6 January	<i>Level 1 Civ Eng.</i>	Easter Vacation 23 March to 14 April**
			<i>Others</i>	23 March to 21 April

* Level 1 Civil Engineering students attend a Geology Field course from 23 April to 27 April 2012

** Level 1 Civil Engineering students attend a Geology Field course from 15 April to 19 April 2013

Note that Semester 1 and 2 are arranged in two parts: the Semester 1 consists of a 11-week period before Christmas and a 4-week period after; the Semester 2 consists of a 8-week period before Easter and 7-week period after (Note in 2012/13 there will be a 7 week period before Easter and an 8 week period after). The last week of Semester 1 has been designated as a Reading Week. All students are expected to be in attendance during this week. There will be activities such as Construction Skills Certification Scheme (CSCS) tests and leadership and team building exercises for Level 1 and 2 students. Level 3 students are expected to use this week to work on their individual projects and MEng Level M students will be engaged in the assessment of the Multi-Disciplinary Design Project (MDDP). Because the academic year starts in early October and finishes in mid-June the summer vacation runs from July to September.

You should be aware that examinations are currently held at the end of each Semester and during the summer vacation for Late Summer Assessments. There is a two week session at the end of January (Semester weeks 13 and 14, including Saturday 21 January 2012) and a three week session during May/June (**Friday of week 12**, and weeks 13, 14 and 15 including Saturday 26 May, 2 June and 9 June). Late Summer Assessments will take place between Monday 20 August and Friday 31 August 2012.

4.2 What is a module?

A module is a self-contained unit of **assessed** study, which has associated with it a **level** and a **credit value**. The level is, roughly speaking, equivalent to the degree of difficulty of the studies in the module and the credit value defines the amount of work for the module. Modules are categorised into three main types: core, compulsory and optional. Modules defined as **core** within a particular degree programme must be taken and successfully passed, i.e. it is not permitted to fail such modules. Modules defined as **compulsory** within a particular degree programme must be taken, however failures in such modules may be considered for the application of "compensation" (see 4.19). **Optional** modules are generally found in Level 3 and M. These may be taken at the student's choice and if necessary failures may be considered

for the application of “compensation” (see 4.19). It should be noted that regardless of the type of module you will be given an opportunity to be re-assessed once only if you fail the module on the first attempt unless there are extenuating circumstances (see Appendix G). It is important to note that failing any module after two attempts will mean that you cannot progress and your programme of study will be terminated (see 4.15).

Undergraduate programmes of study are divided into **levels**, which broadly equate to the years of study:

- Level HE1 = First year studies (*normally referred to as Level 1 or L1*)
- Level HE2 = Second year studies (*normally referred to as Level 2 or L2*)
- Level P = Professional Training experience
- Level HE3 = BEng final year/MEng penultimate year (*referred to as Level 3 or L3*)
- Level M = MEng final year.

(NB: “HE” stands for Higher Education; throughout this Handbook, however, the HE will normally be dropped and reference made simply to Level 1, Level 2, etc. For a formal definition of each of these levels, see the General Regulations in Appendix 2 in Part B of this Handbook)

The credit value of a module depends on the number of hours of work expected of a typical student to complete the module successfully (including private study and completion of coursework as well as attendance at timetabled classes). A **standard module** has a credit value of **10 credits**, which equates to **100 hours of student workload**. Modules may, however, have different credit values, e.g. 15, 20, 30 or 60 credits.

Modules may be timetabled in different ways. They may stretch over one or two semesters or they may be organised as an intensive module over, for example, one or two weeks.

Modules may be assessed through a combination of coursework, formal examinations and other methods. Each module will have associated with it a number of **units of assessment**, typically 1 to 3, and are defined in the detailed description provided in the module catalogue, see 4.5. To pass a module it is usually sufficient to achieve an aggregate mark for the module that exceeds the pass mark. However, in some modules it is also necessary to achieve a pass mark in some, or all, of the individual units of assessment and achieve an acceptable aggregate mark to pass that module.

4.3 How many modules will I have to do?

This depends on the credit value of the modules you are taking. Full-time students are normally expected to register for 120 credits in each academic year but modules aren't all the same size. For example, your Level 3 project may carry 30 credits (and so make up a quarter of the year's work), but most modules only carry 10 credits. What you have to do is make the credits add up to 120, which represents 1200 hours of work in total. That works out at 40 hours a week for 30 weeks in a typical academic year.

4.4 Do I have a free choice in what modules I take?

There is no freedom of choice at Level 1 or Level 2. Because our degrees are recognised as providing you with the core education needed to attain the status of a Chartered Engineer, there are certain topics that you **must** study. In the final year(s) of the programme, whether BEng or MEng, there is a greater degree of choice so that individual students may follow their particular interests.

4.5 How can I find out about the content of each module?

The module descriptions (in essence, the syllabus) for every module offered in the Faculty of Engineering and Physical Sciences are available on-line on the central module catalogue. See <http://portal.surrey.ac.uk/registry/mod>

If you wish, you may like to print the module descriptions for the modules that you take – and/or keep an electronic copy for future reference. Often, future employers or accreditation organisations may want to know what you have studied in a given subject. We advise you to keep a file of all the descriptions for each module you take, so that you will have this information ready. We will not be able to supply you with information once you have left the University.

4.6 Does every module have an examination at the end of it?

No. Some modules are continuously assessed. Others are assessed by a combination of coursework and examination and a few are assessed by examination only. The method of assessment is dictated by how best to demonstrate that the intended learning outcomes have been achieved. Each module description gives details of the methods and units of assessment (and their weighting) used within that module.

4.7 When are the exams held?

There are three periods when the University holds formal examinations. These are:

Semester 1:	16 to 27 January 2012 (weeks 13 & 14, including Saturday 21 January)
Semester 2:	28 May to 15 June 2012 (Friday of week 12, and weeks 13, 14 and 15, including Saturday 26 May, 2 June and 9 June)
Summer re-assessment period:	20 August to 31 August 2012

See the **ULearn Programme Information Module** on-line to find out the dates of the exams for your degree programme. The examination timetables are also posted on the main noticeboards for each programme – so do look out for these notices.

Exam sessions will be scheduled between 9:00am and 9:00pm, Monday to Saturday and are timetabled centrally (ie not by CCE and MMA). Whilst the University tries to avoid students sitting two exams per day, limitations on space available for examinations means that some students may find they are scheduled to sit more than one exam per day.

4.8 Are there penalties for missing coursework deadlines?

Yes. And the reason we have them is to encourage you into the habit of observing deadlines, in preparation for working in the professional world. You will be required to submit coursework by 4:00pm on either a Monday or a Tuesday in a particular week. Details of the day and week should be given in the briefing notes for the coursework assignment. The penalties for failing to submit by the required deadline are summarised below. The General Regulations regarding late submission of coursework are summarised in Section 5 and the full details found in Section B, Appendix 2 of this Handbook (see Regulation 81). Coursework that is submitted after the deadline with confirmed extenuating circumstances will not be penalised.

Deadline Monday 4pm	Deadline Tuesday 4pm
Monday 4.01pm 10%	Tuesday 4.01pm 10%
Tuesday 4.01pm 20%	Weds 4.01pm 20%
Weds 4.01pm 30%	Thursday 4.01pm 30%
Thursday 4.01pm zero	Friday 4.01pm zero

4.9 When will my coursework be returned to me?

Marked coursework with feedback will normally be given to you within four weeks of the coursework submission deadline, unless otherwise specified in the module description.

Coursework will normally be returned to you directly – either in class by an academic tutor, or via student representatives. If there are different arrangements (e.g. on field courses or intensive modules) this will be made clear at the appropriate time. Return of coursework via student pigeonholes in public access areas is not encouraged, owing to problems with security.

4.10 How will my work be assessed?

Your work will be assessed using a set of grade descriptors which are the same across the whole University. These are a set of generic statements that describe your achievement. You can find these grade descriptors in Appendix H. When you first look at these grade descriptors panic is likely to set in as it appears that you are expected to tick so many boxes with each assessment. Please do not panic as it is not expected that you will be able to demonstrate all the knowledge and skills included within these descriptors at each stage of your journey through the programme. It is expected that you will build your knowledge and skills as you progress with your journey, such that by the end of your programme you will have ticked all the boxes. The idea of marking against these grade descriptors is to aid your understanding about where you have gained and lost marks and in that way learn to improve where necessary.

The overall mark for an individual module is obtained by a combination of module assessments in the proportion defined in the module description. The aggregate mark for an academic level is obtained by combining module marks in proportion to their credit rating.

4.11 What do I have to achieve to get a degree?

For 4-year MEng programmes you have to achieve 120 credits at Level HE1, 120 credits at Level HE2, 120 credits at Level HE3 and 120 credits at Level M. This gives a total of 480 credits.

For 5-year MEng programmes you have to achieve the 4-year MEng profile given above plus 120 credits at Level P, making a total of 600 credits.

For 3-year BEng programmes you have to achieve 120 credits at Level HE1, 120 credits at Level HE2 and 120 credits at Level HE3, giving a total of 360 credits.

For 4-year BEng programmes you have to achieve the 3-year BEng profile given above plus 120 credits at Level P, making a total of 480 credits.

Have a look at the Table 3 in the General Regulations in Part B, Appendix 2 of this Handbook (regulation 59), where you can find out more details of all aspects of progression, assessment and award for your programme.

4.12 How do I get the credits I need?

By passing the assessment(s) for the module that bears the credits. At Levels 1, 2 and 3 you will be awarded the credits for a module provided that you achieve at least 40% overall in the assessment(s) or individual units of assessment for certain modules. For MEng students studying at Level M the pass mark for all modules is 50%.

4.13 What happens if I fail a module and don't get the credits?

You will be expected to make up the missing credits before you can progress to the next level or gain an award if you are in the final year of your programme (ie BEng Level 3 or MEng Level M). You will need 120 credits in order to progress. The opportunity to make up the missing credits is through re-assessment (resits). Resit examinations normally take place during the summer vacation period (20 August to 31 August 2012). However, if you have failed modules with a value of more than 45 credits you will be required to take the resits in the following year. You may be required to be re-assessed with attendance (this means you will have to come to the University and attend lectures etc). You will not be allowed to progress to the next Level until you have made up the missing credits.

If you are undertaking a programme that includes professional training and you fail modules in Level 2 you will be allowed to progress to the professional training (Level P) with only 75 credits. However, you will be expected to make up the missing credits before you can start Level 3.

If you are in your final year (ie BEng Level 3 or MEng Level M) and you fail a module that is not a Core Module you may be eligible for compensation and hence you will not be required to resit the failed units of

assessment (see 4.19). This can only apply to one failed module and if awarded cannot be refused without extenuating circumstances.

4.14 Do I have to retake all assessments in any module I fail?

No - just the unit(s) of assessment that you failed.

4.15 If I fail a resit, can I have a third attempt?

Two attempts (first + one "retrieval") is the maximum you are normally permitted. A third attempt is only permitted if there are extenuating circumstances relating to either the first or second attempts. Clearly failing a resit is something you should try to avoid! If you do not have any extenuating circumstances and you fail a resit and cannot gain the missing credits through compensation then you will not be able progress and hence your programme will be terminated. This means you will have to either leave the University or attempt to transfer to another programme within the University.

4.16 Can I take a module again to try and improve the mark?

No. If you have passed the assessment(s) for a module and been awarded credits by the Board of Examiners, that's it.

4.17 But how do I make up the missing credits?

You will have to retake the assessment for the failed modules on the next available occasion. Resit examinations normally take place during the summer vacation period (20 August to 31 August 2012). However, if you have failed modules with a value of more than 45 credits you will be required to take the resits in the following year. You may be required to be re-assessed with attendance (this means you will have to come to the University and attend lectures etc). You will not be allowed to progress until you have made up the missing credits. If you fail the resit you may be eligible to gain the missing credits through "compensation", (see 4.19) if the module is not a Core Module.

If you are in your final year (ie BEng Level 3 or MEng Level M) and you fail a module that is not a Core Module you may be eligible for compensation and hence you will not be required to resit the failed units of assessment (see 4.19). This can only apply to one failed module and if awarded cannot be refused without extenuating circumstances. Exceptionally, for one module, you can replace a failed module by being reassessed in another module with the same credit value (see regulation 99 in part B of this handbook). This can only happen with the permission of the Board of Examiners and will generally apply to optional modules and will not apply to core modules. If permitted the assessment of the 'replacement' module will be treated in the same way as a resit in that the marks recorded will be capped at the pass mark. This will apply to all the units of assessment in the 'replacement' module. If you fail the 'replacement' module you may be eligible for compensation.

4.18 If I resit a failed module, what mark will count towards my degree?

If successful in the resit, you will be awarded the pass mark (40% for Levels 1, 2 & 3 and 50% for Level M) regardless of the mark you actually achieve in that unit of assessment. For example, if you achieve 62% for a resit examination at Level 1, you would be awarded 50%. If the examination carried a 70% weighting in the module, the contribution to the module would be $0.7 \times 50 = 35\%$. Capping at the pass mark is only performed on the resat unit(s) of assessment. In this example, if the coursework mark achieved was 57% on the first attempt no resit in this unit of assessment would be required since 57% greater than the pass mark (40%). If the coursework had a 30% weighting then the overall mark after the resit examination would be $35 + (0.3 \times 57) = 52.1\%$

4.19 What is compensation?

If you failed a resit in a module then you may be awarded the credits for that module through a process known as compensation. You can receive compensation for up to 30 credits in Level 1 (Note, that as a result of professional body accreditation, the maximum amount of compensation that can be given to Civil Engineering students is 20 credits) and 15 credits for all other levels. To be eligible for compensation the following criteria must be satisfied:

- (a) The failed module is not Core
- (b) The weighted aggregate for all your modules at that level (including failed modules) is at least 45% (55% at Level M)
- (c) The mark in the failed module is at least 30% (40% at Level M)

It is important to note that compensation may only be awarded for a failed module upon re-assessment except if you are in your final year (ie BEng, Level 3 or MEng, Level M). If you are in your final year you may be eligible for compensation after the first attempt based on the above criteria. This can only apply to one failed module and if awarded cannot be refused without extenuating circumstances.

It is important to note that despite satisfying the above criteria you will NOT be eligible for compensation if you have failed an assessment through:

- (a) Failing to attend a required examination without extenuating circumstances.
- (b) Attending a required examination but not making a reasonable attempt to address the examination questions (e.g. just putting your name on the front of the answer book and nothing else) where there are no extenuating circumstances.

If you are awarded compensation, the failed module, and the mark obtained in it, will still be listed on your academic transcript. Please read Appendix 2 of Part B, General Regulations 101 to 105 and 90 for more details on how compensation operates.

It is important to be aware that not all of the Professional Bodies who accredit degree programmes around the world recognise module credits awarded via compensation.

4.20 Can I turn down compensation credits?

No, unless there are extenuating circumstances (see Appendix G).

4.21 Will illness or other extenuating circumstances be taken into account if I miss an examination?

Yes. If you suffer ill health or other extenuating circumstances during the examination periods it is vital that you

- (a) let your Programme Administrator know as soon as possible via email (Sarah Butcher for MMA, email: S.Butcher@surrey.ac.uk and Rachel Hudson for CCE, email: R.Hudson@surrey.ac.uk)
- (b) Complete the 'Application for the Consideration of Extenuating circumstances' form which can be downloaded from ULearn. Return the completed and signed hard copy to the UTSO.
- (c) Obtain the appropriate evidence (eg medical certification) and forward this to the UTSO without delay. See Appendix G in Part A of this Handbook for the link to the regulations on extenuating circumstances for examples of acceptable documentation.

The Board of Examiners meetings will consider extenuating circumstances when reviewing individual performance - **but it can ONLY consider what it has been informed about in writing.** Sending in a doctor's note after you have found out that you have failed an examination is too late. Your request for extenuating circumstance relating to examinations will be considered by the Associate Dean (Learning & Teaching) and the Faculty Registrar. If your request is granted then it is likely that you permitted to take the examination at the next opportunity as if it were your first attempt (ie no resit penalty will be applied). Appendix G contains more information, particularly with regard to what types of extenuating circumstances are recognised by the University..

4.22 Will illness and other extenuating circumstances be taken into account when submitting coursework late?

Yes. Cases where your personal circumstances are sufficiently serious as to cause major distress or incapacitation (e.g. family bereavement, illness etc) and significantly affect performance during the semester may be taken into account. However, it is vital that you

- (a) let your Programme Administrator know as soon as possible via email (Sarah Butcher for MMA, email: S.Butcher@surrey.ac.uk and Rachel Hudson for CCE, email: R.Hudson@surrey.ac.uk).

- (b) Complete the 'Application for the Consideration of Extenuating circumstances' form which can be downloaded from ULearn. Return the completed and signed hard copy to the UTSO.
- (c) Obtain the appropriate evidence (eg medical certification) and forward this to the UTSO without delay. See Appendix G in Part A of this Handbook for the link to the regulations on extenuating circumstances for examples of acceptable documentation.

Financial difficulties and associated excessive part-time work for money are NOT regarded as providing extenuating circumstances. You should consult your personal tutor and the Student Advice and Information Service for help with hardship funds, budgeting etc. Appendix G outlines what is and is not acceptable as extenuating circumstances and provides a link to where you can access the full regulations covering this.

If your personal difficulties are affecting your ability to submit your coursework on time then it is important that you follow the above procedure (don't forget you will need documentary evidence). This will enable you to get an extension to your coursework deadline(s).

Staff authorised to grant extensions to a coursework deadline in the event of extenuating circumstances.

Level 1	Dr C.A. Millington (alternate, Dr N.J. Rockliff)
Level 2	Dr N.J. Rockliff (alternate, Dr C.A. Millington)
Level 3/M	Your Programme Director (alternate for CCE, Dr M.C. Matthews, alternate for MMA, Dr N.J. Rockliff).

4.23 Are any allowances made for religious observance?

The University is a secular organisation and therefore privileges no religious faith or organization. The University accords full respect to all religious faiths, beliefs and practices equally as they are represented at the University, as is provided for in the University's Policy on Equal Opportunities. It is recognised that students may experience conflict between the demands of religious observance and the formal timetabled contact and assessment on their programme of study.

Students wishing to request an adjustment to teaching or assessment arrangements should make their needs known to their Director of Undergraduate Studies/Director of Teaching as early as possible. However, the constraints of scale in organisation of timetables may mean that it is not possible to adjust arrangements to meet with particular needs of faith groups.

The Religious Observance Policy document can be accessed at the following web address:

http://www.surrey.ac.uk/about/corporate/policies/policy_statement_on_religious_observance.htm

4.24 Where can I get details of my marks?

After the close of each semester, there is a Board of Examiners meeting at which your marks in each module will be considered before they are issued to you.

- After completing Semester 1, you will be given your results by your Personal Tutor: this is also a good opportunity to discuss your grades and progress. You will be informed by the UTSO, via email, when the results are ready to be collected from your Personal Tutor.
- After Semester 2, you will be sent a "Progress Report", which will include your marks, via email.
- When you graduate, the University Registry will issue your final "exit transcript" to you.

You should keep **all** your interim progress reports and your exit transcript safe: throughout your career, you may be asked to produce them when you apply for a new job.

4.25 What overall average do I need to be awarded a degree?

For MEng students, the classification of degree awards will be:

First Class Honours	70%
Upper Second Class Honours	60%
Lower Second Class Honours	50%

For BEng students, the classification of degree awards is:

First Class Honours	70%
Upper Second Class Honours	60%
Lower Second Class Honours	50%
Third Class Honours	40%

For MEng students entering Level 2 of the MEng in 2008/9 or before, the classification of degree awards is:

MEng with Distinction	70%
MEng with Merit	60%
MEng	50%

4.26 What mark from each level contributes to my overall grade at graduation?

The contribution that comes from each level towards the final class of degree varies from programme to programme. Details are given in section 3.6 in Part B of this Handbook. In all the degree programmes in the Faculty of Engineering and Physical Sciences, the average mark from Level 1 does not contribute to the overall class of degree on graduation, see 4.11.

4.27 Can I transfer between programmes?

Yes, there is a system for transferring between programmes within a given discipline stream. This means that in many cases you can defer certain important decisions until you have clearer information on which to base them. For example, you might have applied for the 3-year BEng, but after hearing more about the benefits of Professional Training you may wish to transfer to the 4-year BEng programme. Please note that such transfers are generally, but not always, possible. This is because, in some programmes, unique material is introduced at an early stage, which makes later transfer inappropriate.

If you are considering transferring between programmes (or wish to transfer to another discipline stream) you should discuss the matter with your Personal Tutor. Any formal request for transfer must be sent **in writing** to the relevant Director of Undergraduate Studies/Director of Teaching through the UTSO.

4.28 Can I transfer from BEng to MEng?

Yes, you can - but it depends upon your academic performance and the programme you are following. The precise details of the transfer process from BEng to MEng vary slightly between each degree programme, and so you should look in Part B, Section 2.2 of this Handbook to find out more information for your specific subject area. As always, if you have any queries, contact your Programme Director for guidance in the first instance. A formal written request for transfer must then be sent to the relevant Director of Undergraduate Studies/Director of Teaching through the UTSO.

4.29 Can I transfer from MEng to BEng?

MEng students can apply to transfer to the relevant BEng programme. For example, this might be in order to pursue a specialist MSc programme after completing the BEng. Please discuss your plans with your Personal Tutor before applying in writing to the relevant Director of Undergraduate Studies/Director of Teaching through the UTSO. It should be noted that to remain on an MEng Programme, you must, in addition to the normal progression requirements (see regulations 67 to 112), achieve a specified aggregate mark or more at the end of each Level (HE1, HE2, HE3 and M). Students dropping below this threshold, but otherwise satisfying the normal progression requirements, will be required to transfer to the corresponding BEng programme. All completed MEng assessments will be transferred to the equivalent

BEng programme and will then be assessed according to the BEng assessment procedure (see section 3.4.1 in Part B of this Handbook for details).

4.30 Can I study abroad for any part of my course?

Yes. We have exchange programmes with a small number of universities but only where a suitable programme match can be arranged. These are organised through the International Relations Office which you should contact for further information. You will normally spend all of your second academic year (ie Level 2) abroad, replacing your normal Level 2 at Surrey. Talk to Dr Mark Whiting in the first instance, but any exchange including details of the study programme **must** be approved in advance by the Programme Director and the relevant Director of Teaching/Undergraduate Studies.

4.31 What is Level P?

Level P is the short name for **Professional Training**. It is a 12-month period spent working in industry as part of the degree programme. Students work for approved companies, both in the UK and overseas. The Faculty helps students find the placements, and staff make regular visits to all students on placement to ensure that they are receiving appropriate breadth and depth of experience in their work.

The Professional Training period carries with it, when successfully completed, 120 credits at Level P. To qualify, you must have completed the 12-month training period satisfactorily and fulfilled any discipline-specific requirements, such as progress reports, work journal, oral presentation, etc. Please contact your Personal Tutor to find out more about Professional Training. (Students in Level 3 and above are also a good source of information, as they have the benefit of recent, personal experience.)

4.32 Can I start Level P if I have failed some modules in Level 2?

You can start Level P with at least 75 credits from the Level 2 assessments. This will allow you some flexibility in when you take your resits since you will not be able to join Level 3 until you have 120 credits. You must discuss your options with your Programme Director and agree a plan of action in terms of when during the period between June, when you finish Level 2, and October the following year that you will undertake the necessary resits. During that period there will be three opportunities to resit. Clearly one of the two August resit periods are likely to be the least disruptive to your Level P. You must agree the action plan for your resits with your Programme Director before you start your Level P work.

4.33 What is PDP?

PDP stands for Personal Development Planning, and has been defined by the QAA as “*A structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development*”. It is something that has been introduced in British universities, in recognition that all students need structured opportunities to think about, and plan towards, their future. Section 9 of this handbook gives further details of PDP. The link below outlines what is available to you here at the University of Surrey.

<http://www.surrey.ac.uk/library/splash/pdp/>

4.34 Who are Personal Tutors and what is their role?

During Introduction Week you will be assigned a Personal Tutor, who is a member of the academic staff. The role of the personal tutor is to monitor and appraise the academic progress of his or her personal tutees and to take a particular interest in their general welfare. Any problems you may have in your studies or in your University life in general should be raised in the first instance with your personal tutor.

Your personal tutor will probably want to meet you at intervals throughout the year, firstly to get to know you a little better and, secondly, to check that you are alright and making satisfactory progress academically. These personal tutoring sessions are quite informal and should not be regarded as some sort of ordeal. Some personal tutors organise fixed appointments, others prefer you to drop in when it suits you. In any event, do keep in regular contact.

As with all academic staff, if you wish to see your Personal Tutor but he/she cannot be found in his/her office, do please leave a note or send an e-mail to let them know that you would like to meet.

We understand that problems arise from time to time. Whether your difficulty is interfering with your work or your general well-being, please do see your personal tutor as soon as possible. **It is impossible for the University to consider circumstances it knows nothing about.** Your personal tutor may not be able to resolve the difficulty by him- or herself, but should know how you can get guidance or practical help. Any matter that you discuss with your personal tutor is treated as being strictly confidential.

4.35 How often should I see my Personal Tutor?

You must have at least one meeting each semester with your personal tutor. This will normally be a face-to-face meeting, unless you are studying away from the University or on professional training placement. In Level 1 the expectation is that you should meet your tutor at least three times per semester, and in fact some of these meetings will be linked to PDP (see Section 9 in Part A of this Handbook) and the Transferable Skills modules. In later levels, the onus is more on you to keep in contact.

4.36 What is the UTSO?

The **Undergraduate Teaching Support Office** (UTSO) is a very important place for you. It is your day-to-day administrative link with the Faculty. For example, it is where you will hand in your coursework, collect access keys, obtain your examination results, send any details of changes of address, submit medical certificates etc. The UTSO is located in Room **8AA02**. It is recommended that when contacting the UTSO you contact your Programme Administrator directly by email (Sarah Butcher for MMA, email: S.Butcher@surrey.ac.uk and Rachel Hudson for CCE, email: R.Hudson@surrey.ac.uk).

There are several things that the UTSO is unable to provide for you, however. This includes any items of stationery (paper, staples, folders etc), and photocopying/fax facilities. It may not seem like a big deal to ask them to provide you with paper for the PC lab printers, or a clear plastic folder for your coursework (because you've left yours at home, etc) – but the Faculty has well over 1000 undergraduate students on campus at any time, and the UTSO simply does not have the resources to cope. Please do not ask them to make an exception for you as it just puts them in an awkward position. (*Appleseed (the University Bookshop) can supply for all of your stationery needs; photocopying and fax facilities are available in the Surrey Design and Print shop.*)

4.37 What is expected of me during timetabled classes?

If you are serious about succeeding at your degree studies, you should aim for - and achieve - a very high attendance rate at timetabled classes. Not surprisingly, there is a strong correlation between absenteeism and failure. Some classes are most definitely compulsory (e.g. lab sessions, and class/mid-semester tests) and you will miss unique opportunities (and marks!) for non-attendance. See Section 7 of this handbook for more details. As a rule, you should “opt out” only when you have a good reason, such as illness or other unavoidable circumstance. Not turning up to a lecture because it is scheduled at an inconvenient time is **not** an acceptable reason for absence. Remember the lecturers might find the time slot as inconvenient as you but they will make every possible effort to be present, and on time, given the important role that lectures play in the learning process.

Attendance at lectures (and tutorials) has an associated “**etiquette**” that must be observed by **all** students:

- Lectures and tutorials are scheduled to start on the hour and so you should plan to be in your place before the session starts. If you are unavoidably late to a teaching session then you may (normally) enter quietly and take a place on the proviso that you make every effort not to disturb the learning process of others.
- Formal lectures aim to provide, in a clear and concise format, much of the knowledge, information and insight that you will need to complete the associated units of assessment and so acquire the module credits. However, simply “attending” a lecture (or tutorial session) by your physical presence is not sufficient. You must also give the lecture your full attention. As a consequence, it is **not acceptable** to carry out private conversations during lecture periods nor undertake **any activity** which might distract yourself, or those around you, from the material being delivered. In keeping with this, mobile telephones, laptop computers and all other electronic devices should be turned off during lectures unless they are being used to directly support the learning process.

- Within many tutorial sessions you are actively encouraged to contribute your views as part of a wider discussion. When doing so you should ensure that you do others the courtesy of listening to their contributions.

Programme Directors will take prompt action against individuals who distract or disturb the learning of other students or unnecessarily interfere with the delivery of teaching.

4.38 Where can I get my timetable?

Teaching timetables will be sent to you by email. Printed (enlarged) versions of the timetables will be posted on the relevant undergraduate notice boards on **AA02**. Electronic (PDF) versions will be mounted on the **ULearn Programme Information Module**.

Note that changes to the teaching timetable are usually notified through **ULearn** and by notices placed on the undergraduate notice boards.

4.39 Will a part-time job interfere with my studies?

It might do. Engineering degrees are hard work and demand a lot of study time outside of timetabled classes. If you have a job which takes more than a few hours a week you could seriously jeopardise your studies. Some universities prohibit undergraduates taking any form of part-time job; we don't do this at Surrey but we do expect you to be sensible. An absolute maximum of 10-12 hours per week is recommended for engineering students. If your financial situation is such that you think you need to work more, talk first to your personal tutor and also consult the Student Advice and Information service about budgeting and hardship funds (see <http://studentadvice2.drupalgardens.com/>).

4.40 Am I expected to do much study outside of timetabled classes?

Absolutely. You should expect to do a minimum of 40 hours work per week, every week, including scheduled classes. Timetabled classes will rarely account for more than 30-40% of the time commitment implied by the credit rating of a module, so you are definitely expected to carry out independent study in your own time. This will comprise reviewing lecture notes, working through tutorial examples, doing background reading, completing coursework assignments, and (as examinations approach) revision. At the end of a class, if a tutor asks you to complete a particular task before the next session – they really do expect that you will do it!

4.41 Do I have to buy lots of books?

No - but you are expected to carry out appropriate background reading alongside your lecture courses, as it will help to underline and reinforce what is covered in class. However, textbooks can be expensive, and so the University Library stocks most of the books our students need, with multiple copies of the most popular titles.

A number of books are recommended by staff as being most likely to be of use to you during your studies. Details of these are listed in each of the module descriptions available on-line at <http://portal.surrey.ac.uk/registry/mod>. Some books are useful for more than one individual subject or for more than one year, and notes to this effect are included in the list.

The recommendations given in the module descriptions have been classified to aid you in deciding which books you should purchase. The classification system has recently changed and some module descriptions may still be using the old classification whereas other may be using the new classification. Table3 below shows both systems.

Table 3 Classifications used for reading lists

Old classification	New classification	Meaning	Action
Essential Reading	Required Purchase	You are expected to purchase this text for sustained use through the module	This material is mission critical. Make sure you purchase this/these.
Required Reading	Essential Reading	You are expected to read this material to gain essential understanding of the module content	Consider purchasing. Consult module leader as to the rank order of importance.
Recommended Reading	Recommended Reading	This represents a range of recommended materials provided to extend your understanding of the module content	Make sure that you know where to look in the Library to find this/these.
	Background Reading	This represents further reading identified as relevant to the module content.	Access this material to satisfy your thirst for knowledge if not sufficiently satisfied by the texts in the other categories.

Please note that you are only required to purchase books categorised as ***Essential Reading in the old classification or Required Purchase in the new classification***. Books listed under the other categories should normally be available for loan or short-term reference in the University Library. If you have difficulty in obtaining any recommended book from the Library, please let your Personal Tutor or the subject lecturer know.

4.42 How often should I visit the Library?

There is no hard and fast rule but experience suggests that students generally don't make as much use of the Library as they should. As soon as you are issued an assignment, go and consult the textbooks that will be most relevant – before someone else borrows them! For more in-depth study, such as Level 3 projects) you will need to consult periodicals (journals, etc) and/or dissertations and you will find many of these on the shelves or available on-line. Some weeks you will need to be in the Library on a daily basis. Some students find the quiet areas an excellent place to concentrate when completing coursework or revising. If a whole semester has gone by with only one or two visits, you are probably not taking your studies sufficiently seriously or you have bought all of the books you need to refer to.

4.43 Does anyone bother with books, now that we can find it all on the Internet?

The Internet is not a substitute for the University (or any other) library. It is a wonderful resource and one that is increasingly valuable for academic research, but quality assurance and authentication aren't always possible. Anyone can put up a web page that purports to be a source of authoritative information on bridges or biomechanics - but verification can be very difficult.

Another word of warning: it is very easy to copying and pasting from electronic sources directly into coursework assignments and the like - thus tempting you into potential *plagiarism* (see 4.44).

4.44 What is plagiarism?

Plagiarism is taking the work (words or ideas) of someone else and presenting it as your own. The text below has been taken from the leaflet entitled Academic Misconduct: A Student Guide that you will have received in your welcome pack.

“Copying and pasting material from a web site or book into a piece of written work is likely to be regarded as plagiarism, even if it is just one sentence that is copied.

Just changing a word here and there through a copied paragraph is not enough either, and nor is taking the structure of another person's words and rephrasing the argument. If you wish to include material from one of your sources word-for-word, then it should be included within quotation marks and have its source clearly stated.

Students often think that listing references at the end of their assignment is sufficient – It is not! Every source should be clearly stated within the text where it is used (known as a citation), and then the reference should be included at the end.

Plagiarism is not confined to inappropriate copying of the work of known authors. Plagiarism can also occur if students copy material from one or more other students”

Plagiarism and Collusion are regarded as academic misconduct. This is a serious matter and the whole of Appendix A and B are devoted to it. Issuing you with this Handbook, in the expectation that you will read it, means that you will not be able to claim ignorance if plagiarism is found in any of your work.

4.45 What is Collusion?

Collusion is a form of plagiarism. For example, you may work with a friend when undertaking an assignment. This may involve discussing the assignment and ways of tackling it. This is encouraged but it can, if you are not careful, go too far such that the work submitted by you and your friend are the same. The assignment is meant to reflect your knowledge and skills. If what is submitted is a combined effort or your friend simply copied your work this is collusion. To explain this further the text below has been taken from the leaflet entitled Academic Misconduct: A Student Guide that you will have received in your welcome pack.

“Collusion is a form of plagiarism and occurs when work that has been set to be undertaken by an individual is undertaken by more than one person but is submitted as the work of an individual (and thereby distinguishes it from work that has been set to be undertaken by a group).

Allowing someone to copy your work is an offence under University regulations, so both the copier and the original author may face a penalty. This misconduct could, for example, take the form of copying results of a laboratory experiment, mathematical calculations, part of an essay, or part of a computer program.

*Remember – **do not** share your work with anyone or leave your work in hard copy, on your computer screen or on a USB stick in a public area for others to see. If you are printing an assignment using a shared printer make sure there is paper available to use, if not, cancel the print job!”*

4.46 What is the Global Graduate Award in Languages, and can I get credit for it?

The Global Graduate Award (GGA) in Languages is a programme of foreign language study, open to all University of Surrey students who would like to improve their skills in this area. This programme is undertaken in parallel with your degree studies and does not contribute any credits to it. However many

students undertake this programme as a means of broadening their experience and improving their CV's. For more information about GGA visit <http://www.surrey.ac.uk/languages/study/gga/>

4.47 I am struggling with my spoken/written English, what should I do?

All new students are given a test at the start of the programme. Based on the results of this test you may be required to undertake a programme in English language for academic studies in parallel with your degree programme. If you have not been required to undertake this programme but still finding English language a struggle then you should discuss this with your Personal Tutor and your Programme Director as soon as possible so that they can arrange for you to enter an appropriate English language programme.

If you are not attending an English language programme and it is judged by your tutors that the standard of English language proficiency is hindering your academic progress then, through the Programme Director, you will be required to attend a programme in English language for academic studies in parallel with your degree programme regardless of whether English is your first language.

4.48 Do I need to buy a computer?

No. Students increasingly do have their own computers, and whilst this is very convenient, it is not a requirement of any degree programme in the Faculty of Engineering and Physical Sciences. If you are going to get one, you will probably find a PC most useful (compared with, say, an iMac), as it will be more compatible with the machines you use in University computing laboratories (all currently running under Windows 7). All university residences are networked, and having a computer will enable you to go on-line from your room. The University has also purchased "site licenses" for a number of software products, and you would be entitled to install these on your machine whilst you are a student.

4.49 Will I get my own University e-mail account?

Yes. You will have been given details of this through the Welcome website before you arrive at the University. The University uses a student's University email account to communicate important information (eg module registration, assessment information etc). You are **required** by the General Regulations (see regulation 28 in Part B, Appendix 2 of this Handbook) to activate and use your University email account within 48 hours of first registering at the start of your programme (for most new students this will be during Intro Week). Once your email account is activated you are expected to check and use it regularly. It is recommended that you check your email on a daily basis. Failure to do so may result in you missing an important meeting with your tutor or missing an assessment. Unfortunately other parts of the University will send you a lot of information and it is possible that some of this will be unwanted (SPAM). Clearly it is a good idea to check your email daily in order to delete unwanted email and read the important stuff from the Division or the Faculty.

Your email account, once activated, will be "live" for the duration of your degree studies (including time away on professional training placement). University staff will communicate with you electronically **ONLY** via this e-mail account or through **ULearn**, so it's absolutely essential that you check your e-mail regularly. (See also Section 6 of this handbook.)

4.50 Who can help me with any IT/computing problems I may have?

Any difficulties with your University email account, central filestore, or campus-licensed software should be directed to the Student Support Help Desk on the ground floor of the Austin Pearce (AP) Building. Many of their Help Sheets can be downloaded from the web (look for: IT Services/ Information for Students/ Getting Help/ Help Sheets). The email address for IT support is usersupport@surrey.ac.uk

Any problems with hardware or software (including access via your campus card) in the Faculty's computing facilities (ESSO Suite, Technology Resource Centre, or 05 AA 02) should be referred to User Support via usersupport@surrey.ac.uk. (Please note that the Faculty is unable to provide you with computer consumables; the Campus Computer Shop in the Student's Union stocks everything from blank CDs to complete PC systems. See Section 14 of Part A of this Handbook for information about printing and copying credits.)

The link for IT Services is:

http://portal.surrey.ac.uk/portal/page?_pageid=713,1&_dad=portal&_schema=PORTAL

4.51 Do I have to buy a special calculator?

Yes! The University requires you to use only a **CASIO FX115MS** calculator or any other model which is non-programmable and with no alphanumeric memory as specified in the Examination Regulations (see <http://portal.surrey.ac.uk/calendar/index.jsp> (click on general regulations and then Section H) and Appendix F). This is because some modern calculators are really hand-held computers, and so would give their owners an unfair advantage in examinations. It should be noted that in an examination you are not permitted to use a mobile phone as a calculator or use any wireless enabled devices. In an examination, the use of any type of calculator other than those listed above or in the Examination Regulations is considered Academic Misconduct, so please be sure to have the right kind of calculator. You can find more advice about the conduct in examinations in Appendix F

For all your other work at the University, you can use whatever calculator you like. However, do make sure that you're very familiar with the operation of your "examination calculator" before exam time.

4.52 Can I take a dictionary or translation aid into an exam?

(Particularly relevant to overseas students.) No - unless specifically permitted by the examiner(s). The instructions on the front page of each exam paper (known as the "rubric") state clearly what additional materials (if any) may be taken into that exam. If in doubt, seek clarification from the module organizer beforehand.

4.53 Am I expected to read all of these handbooks??

Yes - we have to assume, once you have been issued with these handbooks, that you will make yourself familiar with the contents and will refer to them as and when necessary. We find that students can sometimes claim ignorance of the programme regulations when it suits them. For example, being surprised that they cannot proceed to the next academic level having been awarded fewer than 120 credits. You are committing a lot of time and finances to your degree studies – don't let yourself down by not bothering to learn the rules of engagement!

5. COURSEWORK AND COURSEWORK DEADLINES

Many modules involve some major assignments, including laboratory reports, which are regarded as basic to your understanding of the subject. These items are termed "coursework" and the marks awarded contribute towards your overall mark for a module. The contribution made by coursework towards the final overall mark varies between modules; the breakdown is given in each module description and the coursework schedule. For each coursework assignment (or laboratory report) you will be given a deadline by which you must submit your work for assessment. **The University regulations (regulation 81 see Appendix 2 in Part B of this Handbook) demand that the deadline shall be either a Monday at 4:00pm or a Tuesday at 4:00pm.** The briefing notes for the coursework (or lab report) will tell you which week the deadline is in and which day (Monday or Tuesday). You should note that these deadlines represent the final opportunity to submit your work. You will not be penalised if you submit your work before the deadline.

Note that:

- **Some** coursework **must** be submitted via **ULearn**. The briefing notes for the coursework will tell you whether you are required to submit the work via ULearn or directly to the Undergraduate Teaching Support Office (UTSO)
- For Coursework that is submitted via the UTSO the following procedure **must** be followed:
 - **If before the day of the deadline:** Using the coursework box based in the appropriate TSO
 - **If on the day of the deadline and up to and including 4:00pm:** Using the appropriate (labelled) coursework box based in the Student Common Room, 06AA02
 - **If after the deadline:** Using the coursework box based in the appropriate TSO
- All coursework submitted via the UTSO **must** have a completed Coursework Submission Form attached as a "cover sheet". (ORANGE forms for MMA and PURPLE forms for CCE) These are available from outside the UTSO. They include a declaration of originality that you are required to sign. The same forms will be used for the submission of both coursework and laboratory work. Any coursework submitted via the UTSO without a cover sheet will not be marked.
- Coursework submitted via the UTSO should be bound so that loose papers cannot become detached. Transparent plastic wallets are best. Paper clips alone are not sufficient, as individual sheets can become detached. Staples can sometimes leave sharp protrusions that are hazardous to hands, so use with care.
- If you realise that you have omitted to submit part of your work, you will need to complete a new form and repeat the submission process outlined above. The UTSO staff will not return any work to a student once it has been submitted.
- The UTSO staff will not accept any coursework submitted to them in person. However, in exceptional circumstances bulky items of work such as CAD drawings etc that won't fit into the UTSO Coursework Box may be handed in to the staff in the UTSO provided the coursework briefing notes state that this is the required or alternative method for submission.
- When submitting coursework via the UTSO you **must** sign the "front sheet" for each item of coursework: by signing the sheet, you are declaring that the work is your own and is not plagiarised (see Appendices A and B). If you have not correctly identified the person responsible for marking the work, or have not signed and stated your name on the front sheet, it will **not** be possible to give you a mark for that piece of work.
- When submitting coursework via ULearn you will need to download a copy of the Coursework Submission Form from the **ULearn Programme Information Module** and attach it to the front of your submission.

- Where a student has not submitted a coursework unit of assessment by the deadline specified (**either a Monday at 4pm or Tuesday at 4pm**), and there are no confirmed extenuating circumstances¹, the mark given by tutors for that unit of assessment will be reduced by 10 percentage points for work submitted for each 24 hour period after the deadline, up to and including the third day after the submission (30 percentage points). Penalties are applied by the Tutor marking the work after the assessed work is marked and marks are deducted until zero is reached. The mark recorded for assessed work submitted after 4pm on the third day after the deadline (72 hours), or not submitted at all, is zero and will not be marked (see table below).

Deadline Monday 4pm	Deadline Tuesday 4pm
Monday 4.01pm 10%	Tuesday 4.01pm 10%
Tuesday 4.01pm 20%	Weds 4.01pm 20%
Weds 4.01pm 30%	Thursday 4.01pm 30%
Thursday 4.01pm zero	Friday 4.01pm zero

Note that if you are one or more minutes late with respect to the 4pm deadline the penalty will be applied. It is likely that many of your fellow students will attempt to submit very close to the deadline. If you are one of these it is likely that you may arrive at the back of the queue at say 3:55pm and because of the number of people in front of you may end up submitting your work at 4:01. The result will be that your mark will be reduced by 10% however unfair this may seem. This can also happen when submitting via ULearn. I suggest that you work smart and never leave it to the last few minutes to submit your work.

If you are unable to hand in coursework on time for a valid reason, such as illness, you must follow the procedure below:

- let your Programme Administrator know as soon as possible via email (Sarah Butcher for MMA, email: S.Butcher@surrey.ac.uk and Rachel Hudson for CCE, email: R.Hudson@surrey.ac.uk).
- Agree a suitable revised deadline with the authorised person (see below).
- Complete the 'Application for the Consideration of Extenuating circumstances' form which can be downloaded from ULearn. Return the completed and signed hard copy to the UTSO.
- Obtain the appropriate evidence (eg medical certification) and forward this to the UTSO without delay. See Appendix G in Part A of this Handbook for the link to the regulations on extenuating circumstances for examples of acceptable documentation.

Remember that without providing the appropriate evidence confirming your extenuating circumstances (step (d) above) the revised deadline will not be valid and you will be penalised for late submission.

The staff authorised to approve extensions to coursework deadlines as a result of extenuating circumstances are as follows:-

Level 1 Dr C.A. Millington (alternate, Dr N.J. Rockliff)
 Level 2 Dr N.J. Rockliff (alternate, Dr C.A. Millington)
 Level 3/M Your Programme Director (alternate for CCE, Dr M.C. Matthews, alternate for MMA, Dr N.J. Rockliff)

Decisions on extensions will be made at the time of application and by the named designated person(s) who can approve extensions of up to one month. For longer term extensions, the named designated person will seek the agreement of the Programme Director/Director of Studies/Teaching (as appropriate) and the Associate Dean, Learning & Teaching.

Note, it is important that you submit the application for the consideration of extenuating circumstances form with the appropriate documentary evidence **before** the submission deadline. If you do not your application will need to be considered by a Faculty Extenuating Circumstances Panel and you will need to submit a statement as to why you did not submit the form before the deadline. Unless your reason for submitting the form after the deadline is compelling it is likely that your request will be rejected!

¹ Refer to the Regulations on Extenuating Circumstances (previously known as Mitigating Circumstances) in Appendix G of Part A of this Handbook.

6. COMMUNICATION

KEEPING YOU INFORMED

Lecture cancelled? Venue moved? Off-campus trip arranged? ... nobody told me!

Up-to-date information about your programme is available from three sources:

- the main corridor **notice board** on AA02 for your programme
- through **e-mails** sent to all students in your level and programme
- on-line via the **ULearn** website

You should get into the habit of checking **all** these sources regularly so you keep fully up to date with changes and news. **It is essential that you check your University e-mail regularly** – if an urgent notice is sent to you via e-mail we assume that you have seen it!

>> **Communication with your class or year group...**

Important notices concerning the engineering degree programmes and examinations are posted on the notice boards on AA02 near the Undergraduate Teaching Support Office; each discipline and level should have its own board and there is an examinations board near the exams office and also an 'important notices' board opposite the UTSO. The other method of communicating important information to you about your programme is **currently** through **ULearn** at:

www.surrey.ac.uk/ULearn

>> **Communication with you as an individual...**

If members of staff wish to contact you individually, they will send an email to your university email address – so please check your e-mail very regularly. **We do not send email to student's private email addresses.**

>> **Communication with staff...**

If you need to contact a lecturer, then **ULearn** provides a full a staff contact list, with the email addresses and the locations of the offices for all the academic and administrative staff in the Faculty of Engineering and Physical Sciences. **Alternatively the UTSO should be able to give you the required information. If you wish to speak with a member of staff and find that he or she is not in their office then you should leave a note (sliding it under their office door can be effective!) or send them an e-mail.** Say in your note or e-mail when you are available so that they can suggest a time to meet that is suitable for you.

>> **In emergencies...**

Please help us be able to contact you in the event of an emergency by informing us of your permanent **home address** and **current address and telephone number**. You will have been given a "personal details" form to complete during IntroWeek, and you will be asked for an update of this form at the start of each academic year. Please return your completed forms to the Teaching Support Office. **If your contact details change during the year, please e-mail the UTSO with an update as well as updating your records online at www.surrey.ac.uk/studentselfserve.**

7. ATTENDANCE AND UNAVOIDABLE ABSENCES

Students are required to be in attendance for the whole of each semester so check the semester dates, Table 1. Throughout the semester, your contact with the teaching staff and your opportunities to learn will come in various forms: lectures, tutorials, laboratory classes, field work, intensive short courses, modules and even examinations. Your attendance at classes should be regular and punctual.

Attendance at scheduled examinations and tests is compulsory. Examinations and class tests may be held on the final day of a semester, and so it is important to plan vacation journeys etc so that there is no risk of missing an examination.

Laboratory classes and ALL parts of Intensive Modules are compulsory. you should assume that there no second opportunity to perform an experiment or activity should you miss it when scheduled. If you are forced to miss a teaching period of this type because of illness or some other pressing reason, please inform the lecturer in charge as soon as possible, and provide supporting documentation to the UTSO to explain your absence (see procedure at the end of Section 5).

Sudden absence: If illness forces you to be suddenly absent from any part of your programme, especially an **examination or test**, you **must**:

- (a) let your Programme Administrator know as soon as possible via email (Sarah Butcher for MMA, email: S.Butcher@surrey.ac.uk and Rachel Hudson for CCE, email: R.Hudson@surrey.ac.uk). You should also let your personal tutor know.
- (b) Complete the 'Application for the Consideration of Extenuating circumstances' form which can be downloaded from ULearn. Return the completed and signed hard copy to the UTSO.
- (c) Obtain the appropriate evidence (eg medical certification) and forward this to the UTSO without delay. See Appendix G in Part A of this Handbook for the link to the regulations on extenuating circumstances for examples of acceptable documentation.

The UTSO will inform your Personal Tutor.

Note, it is important that you submit the application for the consideration of extenuating circumstances form with the appropriate documentary evidence **before** the submission deadline or examination. If you do not your application will need to be considered by a Faculty Extenuating Circumstances Panel and you will need to submit a statement as to why you did not submit the form before the deadline. Unless your reason for submitting the form after the deadline is compelling it is likely that your request will be rejected!

The staff authorised to approve extensions to coursework deadlines as a result of extenuating circumstances are as follows:-

Level 1	Dr C.A. Millington (alternate, Dr N.J. Rockliff)
Level 2	Dr N.J. Rockliff (alternate, Dr C.A. Millington)
Level 3/M	Your Programme Director (alternate for CCE, Dr M.C. Matthews, alternate for MMA, Dr N.J. Rockliff)

Planned absence: If you know that you will be absent from the University for pressing personal reasons, for instance a serious illness in your family, then please tell your Personal Tutor beforehand. If you do not tell us about any circumstances that may have affected your work or your preparation for examinations, then the Board of Examiners cannot take these into account when they consider your progress. You are advised to follow the procedure outlined above.

Finally, please note that **absence** from your studies at the University without good reason (*e.g.* medical) and without appropriate supporting documentation may, ultimately, lead to the **termination of your programme of studies**. The documentation should be sent directly to the UTSO (and not, for example, given to your personal tutor). To find out what the University will accept as "good reason", see Appendix E.

8. STUDENT REPRESENTATION AND FEEDBACK

Although the personal tutoring arrangements allow individual students to discuss aspects of their study with a member of academic staff, we are keen to encourage student participation in the discussion of all issues that affect the curriculum.

During the first few weeks of the autumn semester, elections will be held for *Student Representatives*. One representative is elected (solely by the students) from each Level of every engineering programme, and he/she will play a key role in liaising with the various members of academic staff. Student Representatives will sit as full voting members on the *Undergraduate Board of Studies (BoS)*. This Board, which meets twice during the academic year, is the main body for receiving reports and making decisions on all matters relating to the undergraduate programmes. All academic members of staff who teach on our undergraduate programmes are members of the Board.

We recognise that some matters of concern are often dealt with more effectively through less formal discussion. This takes place via the *Staff-Student Liaison Committee (SSLC)*, which also meets twice a year (at least a week before the BoS). The committee is co-chaired by the MMA Director of Undergraduate Studies and the CCE Director of Teaching and comprises Student Representatives as well as some members of academic staff (Programme Directors and Level Tutors). This has been found to be a very useful point of contact for both staff and students and has allowed many issues to be resolved. Through SSLC, your student representative can request any relevant matters to be placed on the agenda for the next Undergraduate Board of Studies, helping to ensure student participation in the activities and policy making of the Faculty.

Towards the end of each semester, you will have the opportunity to evaluate the modules that you have taken during the semester, using feed-back questionnaires distributed (and collected) during teaching time. The feedback you give us is taken seriously and is used to help refine and improve our degree programmes, so it is very important that you participate – otherwise the results may not be truly representative. A summary of student evaluations is made available at Board of Studies' meetings.

9. PERSONAL DEVELOPMENT PLANNING

Personal development planning (PDP) is a very important aspect of your degree studies at the University of Surrey. The process should give you a range of skills that will support your lifelong learning. PDP is about:

- Enabling you to become an independent learner in an increasingly complex and fast changing environment
- Helping you to get the most out of your time at University
- Increasing your ability to find and get the job you want when you graduate

These core concepts mean that you need to be able to identify how best you learn and be proactive in assessing your own learning needs. You will also have opportunities to become familiar with all the opportunities that life at Surrey can offer, and decide how to make the most appropriate use of them. Finally PDP should help you to decide what type of job or career you seek when you leave and know more about how employers assess graduate applicants for such posts so that you can present your skills and achievements most effectively.

These objectives imply an increasing mastery of certain core or transferable skills. The following list is all built upon the basic skills of numeracy, literacy, personal communication and IT.

Core or transferable skills for personal development planning (PDP)

PDP will help you to:

1. Identify your preferred learning styles and know how to maximise the approaches which will be most helpful for you
2. Identify appropriate strategies for study organisation and time management
3. Make effective use of the Library and other resources
4. Find out what is available through the University and make appropriate choices about how and when to get involved
5. Plan ahead and identify the elements necessary to manage projects

6. Know how to analyse data in a relevant manner
7. Want to keep up with changes and new developments both in your own academic sphere and more generally
8. Demonstrate the ability to work in a team
9. Understand academic writing: how to plan, structure and complete essays, coursework and examinations to meet University requirements
10. Develop skills in oral presentation techniques and know how to be appropriately influential
11. Have a broad understanding of what jobs or careers might interest you.
12. Understand what competencies their preferred employers are looking for and know how to demonstrate strength in relevant areas.

Activities that relate to your personal development planning are available through a wide variety of sources. These include your faculty, course and tutor, the library, the student zone on the University web site <http://portal.surrey.ac.uk/skills/students>, the Student Union and the careers department.

Working on these skills and through these and other resources will also help your tutor to give you more complete reference when you leave the University.

The Faculty of Engineering and Physical Sciences has, for many years, provided opportunities for the development of personal transferable skills – both through explicit modules and by embedding opportunities for development in various parts of the syllabus. PDP is, in a sense, formalising something that we have done and believed in for a long time. Where appropriate, you will hear more about PDP in your modules on Transferable Skills.

10. DISABILITY AND LEARNING SUPPORT

10.1 Additional Learning Support and Special Examination Arrangements

Additional Learning Support (ALS) provides a wide range of support for students with disabilities and specific learning difficulties (including dyslexia). The office is located on the 4th floor of the Library and houses the Technology Centre with specialist software and equipment. Contact ALS by email at ALS@surrey.ac.uk or on 01483 689609. Further details are on the ALS website at www.surrey.ac.uk/als

To apply for special examination arrangements you will need to make an appointment with a Disability Advisor (use ALS contact details above). Examples of special arrangements which have been granted to students in the past include:

- additional time in exams
- extra time for rest breaks
- use of a scribe
- use of a PC
- special furniture
- separate room in department

If you want to apply it is very important that you arrange for an interview with a Disability Advisor, as early as possible, within the first 6 weeks of the first semester. The two deadlines for applications for special examination arrangements this academic year are:

4 November 2011 and 9 March 2012

Although you may have alerted the Disability Advisor of your needs at the admissions stage you will still need to make an appointment.

If you are dyslexic and do not have a current assessment, ALS can refer you to a Psychologist for one to be undertaken. There is a £100 contribution fee required.

Once you have been granted special arrangements you do not need to re-apply again unless you change course or request a change. However, if a reader or scribe has been agreed you are advised to check the arrangements in advance of each exam period with the UGTSO.

10.2 Special Arrangements

If you suffer from particular disadvantages relating to mobility you should, ideally, have already informed the Undergraduate Teaching Support Office and Dr Rockliff (n.rockliff@surrey.ac.uk) so that necessary provision can be made. If this has not been done, please do it immediately.

If you suffer from any condition (e.g. epilepsy, diabetes, asthma) such that you might enter a state in which your well being could be at risk, you should make this situation known in confidence to Dr Rockliff. [In discussion with Dr Rockliff an agreed](#) an appropriate course of action will be proposed. If you develop any physical handicap where a special provision might make the situation safer or less burdensome, you should make this condition known to Dr Rockliff who will ensure that the appropriate help, advice and/or assistance is made available.

11. TRANSCRIPTS, CERTIFICATES AND OTHER OFFICIAL DOCUMENTS ISSUED BY THE UNIVERSITY

Please note that the name recorded on any progress report, transcript or certificate issued by the University will be the name in which the student was last registered. It is your responsibility to notify UTSO and the University Registry at the first opportunity if your name is not recorded correctly and not later than the date of the Senate Progression And Conferment Executive (SPACE) at which your award is considered.

12. STUDENT HEALTHCARE AND WELFARE

12.1 University Health Centre (Guildowns Medical Practice)

The Guildowns Medical Practice situated in University Court at the Guildford end of the Campus. Full-time students who live within the catchment area of the University may register with the Health Centre so that they can receive medical advice and treatment when required.

Contact details for Guildowns Medical Practice
Tel: 0844 477 3051
Email: surreyuniversityhealthcentre@nhs.net

12.2 Student Healthcare

Student Health Care is a free and confidential health promotion and health advice service for students. It is situated in University Court at the Guildford end of the Campus.

The following services are provided:

- General health advice
- Sexual health screening and advice
- Contraception advice (not prescriptions)
- Pregnancy testing and advice
- Chlamydia self testing kits
- Free condoms
- Smoking cessation advice and treatment
- Weight management one-to-one and classes
- Weight gain advice
- Drugs and alcohol advice
- Mental health assessments and coordination
- Events and campaigns

NOTE: Student Health Care is NOT the Doctors and is unable to treat you if you are unwell or you need a prescription. To contact the Doctor's surgery on campus, Guildown's University Medical Practice please see 12.1 above.

Contact details for Student Health Care

Tel: 01483 689051 or 01483 682072

Email: studenthealthcare@surrey.ac.uk

12.2.1 Some Frequently asked Questions (Extract from the Student Healthcare Website)

Where is Student Health Care?

We are based in University Court, in front of Millenium House, we are behind Guildown's University Medical Centre

How can I contact Student Health Care?

You can drop in during opening hours

Phone: 01483 689051 or internally 9051

Email: studenthealthcare@surrey.ac.uk

When is Student Health Care open?

Monday to Friday 9am till 5pm

Is Student Health Care the same as a Doctor's surgery?

No, we cannot treat you if you are unwell or need medicines.

Is Student Health Care linked to Guildown's University Medical Centre?

No, Guildown's University Medical Centre is a NHS led service, independent from the University.

I have a friend I am worried about, can I come and see the nurse in Student Health Care?

Sometimes you may be worried about a friend if they are stressed, unwell, taking drugs, drinking too much, not eating if you are worried, please come and speak to one of the nurses in Student Health Care, we may be able to help or at least know who to speak to.

Can I go to see Student Health Care if I am ill or need a prescription for medicines?

No, you need to see your Doctor

Is Student Health Care the same as the Wellbeing Centre?

No, we have a mental health nurse who coordinates care for people with mental health illness, if you are stressed or need emotional support, your first port of call should be the Wellbeing Centre.

Can Student Health Care refer me to the hospital, I want to see a specialist?

No, we cannot refer you to a specialist in the hospital, your Doctor in the UK will need to do this. If you need to be referred to the local sexual health clinic or mental health service we can help.

Is Student Health Care advice and information free?

Yes, all advice is free, there may be a charge for nicotine replacement therapies if you are trying to stop smoking but you will be informed if this is the case.

Will Student Health Care tell my GP or tutor about my visit?

No, your confidentiality is paramount to us in Student Health Care. Only in exceptional circumstances and with your permission, will we discuss with other staff on campus or your Doctor.

Do I have to register with Student Health Care?

No, you will be asked to fill in a form with your basic details for our records and to provide consent if required when you come in to see a nurse at Student Health Care.

How can I find out more about my health?

To find out about health conditions, appropriate treatment or local surgeries you can register with, click on www.nhs.uk You can call 0845 46 47 for NHS Direct to get health advice.

Why do I have to call a 0845 number to contact the Doctor?

Guildown's University Medical Practice is an NHS service who is based on campus but is not managed by the University, their number is linked to 3 other surgeries, they do not have an internal line.

FAQ's taken from

http://portal.surrey.ac.uk/portal/page?_pageid=705.1476719&_dad=portal&_schema=PORTAL

12.3 Centre for Wellbeing

The Centre for Wellbeing incorporates the work of the University Counselling Centre. The Centre promotes the awareness of good emotional, psychological and physical health and will highlight the benefits associated with this important area of student life. It is located on the ground floor of Building 23 of University Court, which is situated between the Duke of Kent Building and the Student Health Centre (See.Campus Map).

Contact details for the Centre for Wellbeing

Tel: 01483 689498

Email: k.norman@surrey.ac.uk

or counselling-centre@surrey.ac.uk

13 THE UNIVERSITY LIBRARY

The University Library is laid out over six floors in the **George Edwards Building**. A new extension is being added at the East End of the existing building. This is open seven days a week during semester and can offer you numerous facilities and services. It supports **teaching, learning and research** by providing:

- 600,000+ **books** including readings for your modules
- 72,000+ **electronic books** with full text available online from the library catalogue
- 1,400 **current print journal** titles and 13,700 **e-journal** titles with full text available online
- Access to 100+ **online databases**
- **Online subject guides**
- **Library inductions**
- **Drop in sessions** for information search and writing at SPLASH (3rd floor)
- Individual and group **training** on searching for information
- Self service **photocopying, printing**
- **Wireless** computer access
- 159 **networked PCs** for student use
- **Remote access** (access from home) to our online resources
- 12 bookable **group study rooms**
- Silent, quiet and group **study zones**
- **Interlibrary** loans
- **SCONUL** access to other libraries
- **Distance learner support**

Find information about all the above and more services by visiting the website: www.surrey.ac.uk/library and the **A to Z** index of library webpages.

For **general enquiries** please email: Library-enquiries@surrey.ac.uk

For **online or print journal** queries: Journals@surrey.ac.uk

SPLASH (3rd floor) provides workshops, drop-in sessions, appointments and online resources to help you develop your learning writing and study skills. You can make an appointment with a Student Learning advisor (see <http://www.surrey.ac.uk/library/splash/about/slas/>) in SPLASH to discuss any aspect of your academic studying, whether you want to improve your written work, practice a presentation, work on your time management or anything else you can think of.

Visit SPLASH at <http://www.surrey.ac.uk/library/splash/>. Contact SPLASH here: SPLASH@surrey.ac.uk .

You can get updates about news on your subject by checking the **blog** here:
<http://surreywhatsnew.wordpress.com/>.

Books, periodicals and other material needed for your study and research, which are not available in this Library, may be obtained from other libraries. Contact: ILL@surrey.ac.uk

Your Subject Librarian is Evi Tramantza

Evi is the Librarian for the Faculty of Engineering and Physical Sciences (FEPS). She knows how to help you with finding information on your subject and locating print and online resources relevant to your modules, projects and/or dissertations.

Contact Evi: email: e.tramantza@surrey.ac.uk office: 20LB01 tel: 01483682874 or ext: 2874.

14. PRINTING AND COPYING

Printing and Copying services in the University have been merged so that you only need to add credit to one account. When you first join the University your printing account comes preloaded with some initial credit (500 copies for Windows based labs on campus). Once this is used up, you must use the Print Kiosk located in the Library or [EMOS](#) the online payment system to add more money to your account. This money is non-refundable, although it can be transferred to another students' printing account at your request. If you are having trouble topping up, ask for assistance at the IT User Support Desk.

Printing paper will be provided by the Faculty IT Team in the FEPS supported Labs with extra trays to be attached to the printers to maximise the amount of paper provided on any one day - as they will only be filled up in the morning.

The Windows based Labs in AA have been linked to Central IT Services to ensure the credits are deducted per page printed.

15. UNIVERSITY ETHICS COMMITTEE

For most or possibly all your work you are unlikely to have to seek approval the University Ethics Committee (UEC). Where you may require approval from UEC is in relation to project work (eg Level 3 individual project or MDDP at Level M). Any experiment or procedure which falls within one or more of the following categories must be referred to the UEC or the relevant sub-committee for consideration and ethical opinion:

- a) procedures involving any risk to a participant's health (for example intrusive physiological or psychological procedures);
- b) research involving the donation of bodily material, organs and the recently deceased;
- c) **surveys, questionnaires and any research, the nature of which might be offensive, distressing or deeply personal for the particular target group;**
- d) **proposals which involve financial payments or payments in kind to participants;**
- e) **proposals wishing to use undergraduate students as participants;**
- f) proposals wishing to use children under the age of 16 or those over 16 who are unable to give informed consent (e.g. people with learning disabilities; see Mental Capacity Act 2005) as participants;
- g) research proposals to be carried out by persons unconnected with the University, but wishing to use staff and/or students as participants;
- h) **proposals which investigate existing working or professional practices at the researcher's own place of work (including staff surveys);**
- i) research involving access to records of personal or sensitive confidential information, including genetic or other biological information, concerning identifiable individuals;
- j) **research where the safety of the researcher may be in question;**
- k) proposals which require participants to take part in the study without their knowledge and consent at the time.

The categories that are most likely to be associated with engineering project work have been shown in bold.

Investigators are also asked to note that research proposals involving any of the following **MUST** also be submitted to an NHS Research Ethics Committee for ethical review and favourable opinion before submission to the relevant University Ethics Committee. Research proposals which meet any of these criteria will not be considered until a favourable ethical opinion from the NHS REC, (or written confirmation that NHS opinion is not required), has been obtained. Further information from the NHS can be found at www.nres.npsa.nhs.uk

- a) patients and users of the NHS. This includes all potential research participants recruited by virtue of the patient or user's past or present treatment by, or use of, the NHS. It includes NHS patients treated under contract with private sector institutions.
- b) individuals identified as potential research participants because of their status as relatives or carers of patients and users of the NHS, as defined above.
- c) access to data, organs or other bodily material of past and present NHS patients.
- d) fetal material and IVF involving NHS patients.
- e) the recently dead in NHS premises.
- f) the use of, or potential access to, NHS premises or facilities.
- g) NHS staff – recruited as research participants by virtue of their professional role.

It is unlikely that you will be engaged in project work that requires a submission to the NHS Research Ethic Committee.

If you are engaged in any project work that falls into any of the two groups of categories you must consult your supervisor on how to proceed. Your supervisor should be aware of the procedure for submitting project proposals to the UEC.

Appendix A: Academic Integrity

The following are extracts from the University's **Regulations for Academic Integrity**

"The University understands that if the academic and professional achievements of its staff and the qualifications of its students are to carry weight in the world they must have been honestly and fairly gained and be seen to have been so gained. As a corollary of its commitment to maintaining the academic standards of its awards and qualifications, the University is committed to promoting academic integrity and ethical behaviour in the work of all its students and staff.

This statement reflects the University's recognition that its qualifications are used by employers and third parties (including other universities) as proxies not only for the achievements of its graduates but for their personal integrity and reliability. For that reason, academic misconduct by an individual not only casts doubt on the genuineness of their own achievement but has the potential to taint the achievements of others and the University unless it is identified and dealt with."

"The University is committed in all it does to support academic integrity which it considers is based on honesty, trust, fairness, respect, and responsibility. [Supporting Academic Integrity. Approaches and resources for higher education, HEA/JISC Academic Integrity Service, 2010, p. 3]"

"Avoiding academic misconduct

The University seeks to ensure that students studying for its awards and qualifications can be confident that academic misconduct is treated consistently. This is one reason why the area of academic misconduct has been brought into the University's Academic Regulations, which are required to be applied uniformly institution-wide, subject to the overriding need for individuals to be treated fairly.

Academic misconduct and poor academic practice

Students who are new to the University may need to adjust to Surrey's requirements for academic integrity and its approach to academic misconduct. The University recognises it has a duty to ensure that students understand its approaches to these matters so that they can understand how to avoid being accused of academic misconduct without good cause.

The University requires that all those who teach its newly arrived students and those who act as personal tutors should be able to explain to students what is meant by the term 'academic integrity' and how, through adopting good academic practice, students can avoid being accused of academic misconduct.

For plagiarism, which is the form of academic misconduct most often encountered, the University expects all those who teach newly arrived students to encourage them to complete the plagiarism modules on the University's virtual learning environment that are appropriate to the subjects they are studying. Tutors should also advise students of the availability of advice and support from the University's Student Personal Learning and Study Hub (SPLASH). Students in Associated and Accredited Institutions should be directed to the equivalent resources provided by their own Institution."

These extracts from the introduction to the Regulations for Academic Integrity, demonstrate the importance the University places on upholding academic integrity. Practises such as plagiarism² and collusion³ undermine this and are regarded as forms of academic misconduct. The University takes academic misconduct very seriously. The penalties for academic misconduct if proven are severe

² To plagiarise is defined as, "to take and use (the thoughts, writings, inventions, etc. of another person) as one's own", (Concise Oxford Dictionary, 8th edition, 1990).

³ Collusion is defined as "cooperation in order to cheat or deceive" (Concise Oxford Dictionary, online at www.askoxford.com). A student who assists another student as well as the student who derives benefit from the assistance of others is considered to have colluded. Where joint production or joint preparation and production of material for assessment are permitted, this must be published in the appropriate programme documentation."

It follows that if any student copies assessed coursework from another student then that student is committing Academic Misconduct. It also follows that if a student allows another student to copy work from him/her, then both students are committing Academic Misconduct.

Students are strongly advised to consider the possible consequences of their actions before attempting to copy the work of another student, or before allowing another student to copy their own work. You are strongly advised to familiarise yourself with the regulations which may be found at – <http://portal.surrey.ac.uk/calendar/index.jsp> (click on general regulations and then Section E (Academic Integrity)). If you are viewing the electronic version of this document you can go directly to these regulations by using the link below.

[http://portal.surrey.ac.uk/pls/portal/docs/PAGE/CALENDAR/GENERAL%20REGULATIONS/SECTION%20E%20\(ACADEMIC%20INTEGRITY\).PDF](http://portal.surrey.ac.uk/pls/portal/docs/PAGE/CALENDAR/GENERAL%20REGULATIONS/SECTION%20E%20(ACADEMIC%20INTEGRITY).PDF)

Plagiarism is dealt with more fully in the next Appendix.

Issues of academic integrity are dealt with by a team of Academic Integrity Officers. For CCE and MMA these are:-

CCE: Dr Walter Wehrmeyer and Dr Anton Fried
MMA: Dr Danny Abasolo and Dr Leo Shead

Any questions about academic misconduct may be directed at Dr Wehrmeyer or Dr Abasolo

Appendix B: Plagiarism and some advice on how to avoid it

To *plagiarise* is defined as, “to take and use (the thoughts, writings, inventions, etc. of another person) as one’s own”, (Concise Oxford Dictionary, 8th edition, 1990).

It is an act that is not academically acceptable and is regarded by the **Faculty** and by the University as a very serious offence. The University’s Regulations for the Conduct of Examinations and Other Forms of Assessment identify plagiarism as Academic Misconduct (see the Regulations quoted in Appendix A of this Handbook) and set out the penalties that may ensue if plagiarism is proved to have taken place.

As part of your degree programme you will be required to submit various pieces of assessed coursework such as essays, laboratory reports, project reports and so forth. In preparing these written submissions you will have to read books, magazines, journals, proceedings of conferences, etc. in order to accumulate relevant information.

To avoid plagiarism, you must treat the information very carefully.

(1) Written text

Your submitted work must be in your own words. **It is NOT acceptable to copy text verbatim (i.e. word-for-word) from someone else’s work** except in the rare and special circumstances described overleaf.

It is permissible, indeed it is necessary, to refer to the work of others. This is what “reading around the subject” implies and it is an essential feature of a review of the existing literature. But, when you incorporate others’ opinions and findings in your work, **the text and style must be your own**, not those of the original author(s), and you **must** give a reference to the source.

For example, in their conclusions to a paper in 1996 reporting an experimental study of a plume in a crossflow, Savory, Toy and Ahmed wrote:

“The data obtained from the plume/crossflow interactions show that far downstream from the exit the main parameter influencing the potential flow quantities (circulation and vortex doublet strength) is the velocity ratio.”

If part of your essay/report had to mention this paper, then **you** might legitimately write:

From their experimental study of the interaction between a plume and a crossflow, Savory *et al.* (1996) concluded that the velocity ratio was the principal parameter influencing the potential flow quantities (circulation and vortex doublet strength) at points far downstream from the exit.

Your reference list would then have to include the complete reference to the original paper, viz.:

Savory E, Toy N and Ahmed S, Experimental study of a plume in a crossflow, *Journal of Wind Engineering & Industrial Aerodynamics*, Vol 60, pp 195-209, 1996

Very occasionally it may be necessary to reproduce the words of the author exactly, because a statement in the original work is of such importance, or is phrased in such a particular way, that to rewrite would lose the meaning or destroy the significance of the statement. In such cases, the text quoted **must** be enclosed between quotation marks thus: “ ”. The source of the quoted text must be cited clearly, either immediately before or immediately after the quotation.

If you are typing the extract rather than using handwriting, then the fact that you are using a direct quotation can be emphasised by putting the text into italics as well as by using quotation marks. This style was used on the preceding page, when text from the paper by Savory *et al.* was quoted verbatim.

(2) Tables, diagrams and pictures

Often you will find it desirable to include a table, diagram or picture from someone else's work. This action is acceptable **only** if you acknowledge the source of the material. This includes websites. For example, if your report includes a diagram reproduced from a textbook, then you might legitimately write as the figure caption:

Figure 13. Typical relationship between B and the degree of saturation (after Craig, 1997).

But you must then include the complete reference to Craig's book in your reference list at the end of your document, namely:

Craig RF, *Soil Mechanics*, 6th ed., p 143, Chapman & Hall, London, 1997

Unfortunately, the incidence of detected plagiarism is increasing, with students incurring penalties they can ill afford. A common thread appears to be leaving coursework assignments to the last minute, and then having to cut corners to meet rushed deadlines - cut'n'pasting from web sites, etc. Please ensure that you manage your time effectively, so that you don't fall into this trap.

The Transferable Skills module in Level 1 includes valuable instruction on the nature of plagiarism and how to avoid it. If you have entered your degree programme directly into Level 2 or higher, or want to refresh your understanding of what constitutes plagiarism, there is also a ULearn module "[Plagiarism and referencing - A guide for students](#)" on plagiarism on which all students should be enrolled: this contains multimedia guides to plagiarism and referencing, an opportunity for students to learn about academic writing by submitting work to the JISC Turnitin system and details of processes and punishments for plagiarism cases. You are encouraged to use this. "[How to Recognize Plagiarism](#)" at <http://www.indiana.edu/~istd/> is another useful site.

You are also encouraged to learn how to use **Turnitin** plagiarism detection software – an "online service hosted at www.submit.ac.uk that enables institutions and staff to carry out electronic comparison of students' work against electronic sources including other students' work." (2006, iParadigms). [Some modules may require you to submit work to Turnitin](#); the module organizer will inform you if this is the case, and will have set up the necessary registration to allow you to use the software.

A good book to read to help with referencing and avoiding plagiarism is:

Neville, C (2010). *The Complete Guide to Referencing and Avoiding Plagiarism (Open Up Study Skills)*, 2nd Edition, Open University Press, McGraw-Hill Education, Maidenhead, 288pp, ISBN 978-0335241033

Appendix C : Academic Appeals

Academic appeals may be formally requested by a student with respect to the following

- a decision by the University about their transfer or progression within a programme or from a programme leading to one award to a programme leading to another award
- a decision by the University to award them what they believe to be incorrect credits, marks, or an incorrect degree classification
- a decision by the University to penalise the student (including terminating their registration) for failure to make progress or for academic misconduct
- a decision by the University not to recognise extenuating circumstances.

The regulations relating to academic appeals may be found at <http://portal.surrey.ac.uk/calendar/index.jsp> (click on general regulations and then Section G Part 1 (Academic Appeals)). If you are viewing the electronic version of this document you can go directly to these regulations by using the link below.

[http://portal.surrey.ac.uk/pls/portal/docs/PAGE/CALENDAR/GENERAL%20REGULATIONS/SECTION%20G%20-%20PART%201%20\(ACADEMIC%20APPEALS\).PDF](http://portal.surrey.ac.uk/pls/portal/docs/PAGE/CALENDAR/GENERAL%20REGULATIONS/SECTION%20G%20-%20PART%201%20(ACADEMIC%20APPEALS).PDF)

Appendix D : Procedure for Complaints about Learning Opportunities

The University wants you to experience the best learning opportunities that it can provide. If you consider that the service you have received is not what you had been led to expect, or that it is otherwise unsatisfactory, the University wants to know about this so that it can check that problems that students experience with their learning opportunities are addressed.

The University views complaints as an important form of feedback from its students. It deals with complaints in confidence (to the extent that addressing the cause of the complaint permits) so that students can be assured that making a complaint will not be to their detriment.

Learning opportunities include: Library and Learning Support; IT Services; Audio-Visual Services; the Academic Registry and other central academic support to assist students in their learning; and the administrative services and support the University provides locally, in Departments, Schools, and Faculties. Complaints about services such as accommodation and estates that are not directly connected to learning opportunities are not part of part of this procedure and are dealt with elsewhere.

The full details of the procedure for complaints about learning opportunities can be found at <http://portal.surrey.ac.uk/calendar/index.jsp> (click on general regulations and then Section G Part 2 (Complaints about Learning Opportunities)). If you are viewing the electronic version of this document you can go directly to these regulations by using the link below.

[http://portal.surrey.ac.uk/pls/portal/docs/PAGE/CALENDAR/GENERAL%20REGULATIONS/SECTION%20G%20-%20PART%202%20\(COMPLAINTS%20ABOUT%20LEARNING%20OPPORTUNITIES\).PDF](http://portal.surrey.ac.uk/pls/portal/docs/PAGE/CALENDAR/GENERAL%20REGULATIONS/SECTION%20G%20-%20PART%202%20(COMPLAINTS%20ABOUT%20LEARNING%20OPPORTUNITIES).PDF)

If you experience poor service that affects your studies then the first step is to make an informal complaint. The procedures are summarised below (full details may be found in Section G of the general regulations (see links given above). Generally complaints are associated either with tuition and supervision or with services and facilities.

Complaints about tuition and supervision

If you have general academic or administrative concerns relating to a programme of study, these should be raised at **Staff-Student Liaison Committee** or the appropriate **Board of Studies** via your student level representative. Issues relating to a particular module/unit may be raised directly with the **lecturer(s)/co-ordinator(s)** concerned. Course/module evaluation forms provide further opportunity on a confidential basis to identify aspects of particular courses with which students are dissatisfied. If dissatisfaction persists, the personal tutor or Director of Undergraduate Studies can be asked to intervene.

If you experience tuition or supervision that is not helping you to attain the required learning outcomes the University expects that your first step will be to discuss your concerns informally, with the relevant tutor or supervisor, and describe the difficulties they are experiencing. If this does not address the matter you may find it helpful to discuss your concerns with the Programme Director or Level Tutor to see if they can provide an immediate resolution, before making a formal complaint.

If you are considering making a formal complaint about your tuition (or any other aspect of your learning opportunities) will find it helpful to seek out and brief your representative(s) on the staff/student liaison committee and/or an official of the University of Surrey Students' Union who may be able to raise the matter on their behalf.

Complaints about other services and facilities provided as part of your learning opportunities

This includes:

- The Library and Learning Support

- Audio-visual Services
- IT Services
- Academic Registry
- Student Support Services
- Office of the Dean of Students

Complaints relating to the above can be raised at the student-staff Liaison Committee in the first instance. However, you may also consider making an informal complaint to the appropriate member of staff explaining how the poor service has affected your studies. Such an informal approach at the outset may help to avoid a repetition of the poor service and lead to improvement for the student and others.

If you fail to achieve satisfaction through the informal route then you must consider making a formal written complaint. When making a formal written complaint you will find it helpful to use the University's standard form for this purpose, a link to which is provided on the Academic Registry web page on the University's intranet. The full details of the procedure may be found in Section G of the general regulations (see links given above).

Appendix E : Hearings by Panel

These Regulations provide a framework for the conduct of panel hearings linked to the following:

- an academic appeal by a student
- a complaint by a student about an aspect of the learning opportunities made available to them by the University
- an application by a student for the recognition of extenuating circumstances
- a hearing to make recommendations on possible academic misconduct on the part of a student or students
- a disciplinary hearing under University Ordinance 44 or an appeal linked to such a matter
- a hearing under Senate Ordinance 45, where there are serious health or welfare concerns for a student or an appeal linked to such a matter
- a fitness to practise hearing or an appeal linked to such a matter.

The full details of the procedure for hearing by panel can be found at <http://portal.surrey.ac.uk/calendar/index.jsp> (click on general regulations and then Section G Part 3 (Hearings by Panel)). If you are viewing the electronic version of this document you can go directly to these regulations by using the link below.

[http://portal.surrey.ac.uk/pls/portal/docs/PAGE/CALENDAR/GENERAL%20REGULATIONS/SECTION%20G%20-%20PART%203%20\(HEARINGS%20BY%20PANEL\).PDF](http://portal.surrey.ac.uk/pls/portal/docs/PAGE/CALENDAR/GENERAL%20REGULATIONS/SECTION%20G%20-%20PART%203%20(HEARINGS%20BY%20PANEL).PDF)

Appendix F: Instructions to Examination Candidates

Instructions to Students taking Examination University Calendar

Before the Examination

1. Please make sure that you have got everything you need well before the examination, including pens, pencils, rulers as necessary, your University Identity card, and that you know when and where the examination is and your seat number. If you do not sit in your allocated seat this causes problems for the invigilators and fellow students.
2. Please wait outside the examination room until asked to enter by an invigilator.
3. You can only take plain water into the examination venue, in clear bottles no larger than 500ml. You may consume sweets as long as they do not disturb others and you remove any litter at the end of the examination. Smoking is strictly prohibited.
4. If you have to bring coats and bags etc. into the examination room, please leave them at the front or back of the examination room as directed by the invigilators.
5. Please place your University Identity Card on the top left-hand corner of the desk in each examination you take.
6. You must not bring textbooks, notes or similar aids into the examination room unless this has been specifically authorised for the examination paper concerned. If they are not in a bag, files or notes deposited in the room may be removed by the invigilators. Dictionaries may only be used if specified on the examination paper rubric.
7. Please make sure your mobile phones is switched off and left in your bag or coat etc.

During the Examination

8. Please be silent when entering or leaving the room during the examination and do not speak to anyone, other than an invigilator, between entering the room and the end of the examination. Anyone creating a disturbance may be excluded from the examination room.
9. You must place your University Identity Card on the top left hand corner of your desk. You will not be allowed to sit the examination unless you have appropriate identification.
10. You may only use a **Casio FX115MS** calculator or another model, which is non-programmable and with no alphanumeric memory, as specified in the examination regulations. You cannot use a mobile phone as a calculator or use any other wireless-enabled devices in examinations.
11. If you are late, you will normally only be permitted to enter during the first half an hour of an examination. If you arrive more than half an hour after the start you will only be admitted at the discretion of the Chief Invigilator and only if no other candidates have already left the exam room. You will not be allowed any extra time if you arrive late.
12. You cannot leave an examination during the first half an hour, nor during the last ten minutes.
13. Anyone leaving the examination room but intending to return must ask permission by raising their hand. An invigilator will then accompany you.
14. Please make sure you have read and understood the section on academic misconduct in the "Regulations for the Conduct of Examinations and other forms of Assessment". Academic

misconduct includes, but is not limited to, communicating with others, copying from the script of another student, introducing unauthorised notes, failing to acknowledge the work of others etc. A student who engages in any form of academic misconduct may obtain a mark of zero for the paper, or the whole set of examinations.

15. It is in your interest that answers are legible. Boards of Examiners may return a mark of zero for illegible scripts or require the paper to be reproduced at your expense. Only black, blue, or blue-black ink should be used, except where additional colours may be needed in diagrams etc. and pencil should never be used,
16. Please use the answer book for any rough work, essay plans etc. Please put a line through it to distinguish it from the actual answers to the questions. Note that it is an offence to bring into, or remove from, the examination room any part of an answer book.

At the end of the Examination

17. At the end of the examination, please remain seated until the invigilators have collected all the scripts and you are told that you can leave. It is your responsibility to ensure that your script is handed to the invigilator.
18. You must remain silent until you have left the examination room as there may be other students who have not yet finished.

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Appendix G :Guidance for Students on Extenuating Circumstances in Relation to Examinations and Other Forms of Assessment

In the course of your studies you may experience circumstances that temporarily make it impossible for you to participate in your programme, submit coursework, attend laboratory classes or fieldwork or attend examinations. Likewise, you may fall ill or encounter circumstances that cause you to perform less well in an assessment than might have been reasonably expected, given your previous performance. Where you encounter such circumstances the University will consider an application from you requesting that your extenuating circumstances be formally recognised. This means for example an extension to a coursework deadline can be granted, absence from an examination can be excused and a first attempt at that examination permitted at the next opportunity.

The University requires that requests for the consideration of extenuating circumstances are made by you. Exceptionally, and only where you are unable to submit a request for the consideration of extenuating circumstances yourself (whether through illness or other unforeseen circumstances), the University will consider an application made by a third party on your behalf.

The University will consider requests for the recognition of extenuating circumstances where there has been

- bereavement through the death of a close relative or significant other* that in employment would lead a reasonable employer to grant compassionate leave
*[in such an instance the University will require independent evidence of the nature of the relationship]
- serious short-term illness or accident of a nature that, in employment, would lead a reasonable employer to agree to absence on sick leave
- a long-term (chronic) health problem suddenly worsening
- for part-time and distance learning students in full-time employment only, an increase in their workload due to circumstances beyond their control, or being required by their employer to work through periods normally available for study and/or assessment
- other exceptional circumstances that will affect the student's ability to submit an assessment on time or to attend an assessment, or have affected them. Examples of 'other exceptional circumstances' might include
 - natural phenomena such as earthquakes, ash clouds or severe weather
 - civil unrest that might make it impossible for you to travel to the University or submit work electronically
 - a requirement that you perform military service such that you are unable to defer until after your programme finishes.

The University does **not** regard the following as sufficient evidence of grounds for recognising extenuating circumstances

- a claimed medical condition or medical circumstances where there is no medical evidence to support it
- self-certified illness or medical circumstances
- claimed medical circumstances for which appropriate adjustments have already been made by the University

- a claim for recognition of a medical condition that relies on evidence that does not relate to the time when the illness or condition occurred
- circumstances stated to be unforeseen that a reasonable person would view as foreseeable or preventable
- a long term health condition, previously notified to the University, for which the student is receiving treatment and is receiving reasonable and appropriate adjustments to their learning opportunities and assessment arrangements, and which has not been subject to change
- a minor illness that would not normally lead a responsible and reasonable employed person to take sick leave
- holidays, including attendance at marriages, festivals and like events
- financial matters
- problems with network facilities, personal computers, or printers, other than those provided and maintained by the University expressly to support the student
- poor working practices such as
 - failure to back up electronic documents regularly and securely
 - failure on the part of the student to acquaint themselves with the times, dates, and places where assessments were to be submitted or examinations sat
 - poor time management
- failure on the part of the student to acquaint themselves with the University's assessment procedures including its procedures for reporting illness or unforeseen circumstances affecting their studies or assessments and its support arrangements.

In order for your request for extenuating circumstances to be granted you MUST provide appropriate evidence. For example if you are unwell then you will be required to provide a signed and dated letter from a medical practitioner (GP, clinical specialist, or registered professional in psychiatric practice). Full details of the different forms of evidence that is required for the different forms of extenuating circumstances are given in the regulations (see link to the regulations below).

Details of the procedures in CCE/MMA for making a request for extenuating circumstances may be found in sections 4.21, 4.22, 5 and 7.

The full details of the regulations for Extenuating Circumstances can be found at <http://portal.surrey.ac.uk/calendar/index.jsp> (click on general regulations and then Section F (Extenuating Circumstances)). If you are viewing the electronic version of this document you can go directly to these regulations by using the link below.

[http://portal.surrey.ac.uk/pls/portal/docs/PAGE/CALENDAR/GENERAL%20REGULATIONS/SECTION%20F%20\(EXTENUATING%20CIRCUMSTANCES\).PDF](http://portal.surrey.ac.uk/pls/portal/docs/PAGE/CALENDAR/GENERAL%20REGULATIONS/SECTION%20F%20(EXTENUATING%20CIRCUMSTANCES).PDF)

Appendix H: Assessment Criteria

Students often ask what they must do in order to obtain good marks in coursework assignments and the like. The following generic assessment criteria may be helpful in this respect, and should be read in conjunction with any specific instructions given in the assignment brief. When you first look at these grade descriptors panic is likely to set in as it appears that you are expected to tick so many boxes with each assessment. Please do not panic as it is not expected that you will be able demonstrate all the knowledge and skills included within these descriptors at each stage of your journey through the programme. It is expected that you will build your knowledge and skills as you progress with your journey, such that by the end of your programme you will have ticked all the boxes. The idea of marking against these grade descriptors is to aid your understanding about where you have gained and lost marks and in that way learn to improve where necessary.

The overall mark for an individual module is obtained by a combination of module assessments in the proportion defined in the module description. The aggregate mark for an academic level is obtained by combining module marks in proportion to their credit rating.

University of Surrey, Undergraduate Grade Descriptors

	Command of the Subject	Subject Specific Skills and Practices	Scholarly and Professional Skills and Attitudes
90-100	<ul style="list-style-type: none"> • Demonstrates a breadth and depth of substantive knowledge that is exceptional and informed by the highest level of scholarship • Excellent integration of the full range of appropriate principles, theories, evidence and techniques • Goes beyond the material displaying exceptional flair in tackling issues identified 	<ul style="list-style-type: none"> • Exceptional application of theoretical and technical knowledge to achieve learning outcomes • Exceptional professional presentation using an appropriate range of resources and reflecting professional norms. 	<p>Work that influences how academics and students think about their discipline through:</p> <ul style="list-style-type: none"> • Being original within the discipline on the basis of its excellence; • Achieving the highest level of compelling, coherent and concise argument attainable within the level of study; • Using a full range of high quality sources to inform but not dominate the argument
80-89	<ul style="list-style-type: none"> • Demonstrates a breadth and depth of substantive knowledge that is comprehensive, accurate, relevant and informed by advanced scholarship • Excellent integration of a full range of appropriate principles, theories, evidence and techniques • Goes beyond the material with excellent conceptualisation which is original, innovative and/or insightful 	<ul style="list-style-type: none"> • Excellent and original application of theoretical and technical knowledge to achieve learning outcomes • Excellent professional presentation using an appropriate range of resources and reflecting professional norms. 	<p>Work that has real potential to influence how academics and students may think about their discipline through:</p> <ul style="list-style-type: none"> • Being original on the basis of its excellence in the context of the level of study; • A compelling, coherent and concise argument; • Drawing on a full range of high quality sources.
70-79	<ul style="list-style-type: none"> • Informed by a breadth and depth of substantive knowledge that is comprehensive, accurate, relevant with an awareness of advanced scholarship • Very good integration of a full range of appropriate principles, theories, evidence and techniques • Goes beyond the material with very good conceptualisation which is often original, innovative and/or insightful 	<ul style="list-style-type: none"> • Consistently applies theoretical and technical knowledge to achieve learning outcomes with some originality • Very good professional presentation using an appropriate range of resources and reflecting professional norms. 	<p>Work that has some potential to influence how academics and students may think about their discipline through:</p> <ul style="list-style-type: none"> • Some originality on the basis of its excellence in the context of the level of study; • Arguments which are coherent, concise and frequently compelling; • Drawing on a wide range of high quality sources.
60-69	<ul style="list-style-type: none"> • Demonstrates a breadth and depth of substantive knowledge that is comprehensive and accurate • Good integration of a range of appropriate principles, theories, evidence and techniques • Some good insight into the material 	<ul style="list-style-type: none"> • Clear evidence of the application of theoretical and technical knowledge to achieve learning outcomes with few obvious flaws • Professional presentation using a good range of resources and reflecting professional norms. 	<p>Work that critically engages with current thinking in the discipline through:</p> <ul style="list-style-type: none"> • Clear differentiation between the quality and appropriateness of sources used; • Arguments which are coherent and concise and offer robust conclusions; • The development of a good analytical model
50-59	<ul style="list-style-type: none"> • Demonstrates an adequate breadth and depth of substantive knowledge but with only a few errors or omissions • Demonstrates an adequate understanding of a range of appropriate principles, theories, evidence and techniques • Shows some ability to critically engage with the material 	<ul style="list-style-type: none"> • Adequate application of theoretical and technical knowledge to achieve learning outcomes although with some obvious flaws • Presentation which adequately reflects relevant professional norms 	<p>Work that accurately reports on current thinking in the discipline through:</p> <ul style="list-style-type: none"> • The repetition of, rather than critical engagement with, limited sources; • Adequate differentiation between the quality and appropriateness of sources used; • Drawing adequate conclusions which do not always fully reflect the complexity of the subject matter; • An adequate if unsophisticated analytical model.

40-49	<ul style="list-style-type: none"> • Incomplete breadth and depth of substantive knowledge with some errors or omissions • Demonstrates an awareness of appropriate principles, theories, evidence and techniques • Limited and underdeveloped critical engagement with the material 	<ul style="list-style-type: none"> • Demonstrates limited ability to put theory into practice • Demonstrates limited technical ability but lacking theoretical and reflective insights • Presentation which reflects professional practice in a limited manner 	<p>Work that offers a limited understanding of thinking in the discipline through:</p> <ul style="list-style-type: none"> • Limited attention paid to the quality, range and appropriateness of sources used; • Poorly informed opinion led work which lacks a clear evidence base; • A limited and underdeveloped structure of argument; • Work that is of limited coherence and clarity.
30-39	<ul style="list-style-type: none"> • Little relevant knowledge, which is minimal in its breadth and depth with major errors or omissions • Minimal awareness of appropriate principles, theories, evidence and techniques • Fails to demonstrate sufficient critical engagement with the material 	<ul style="list-style-type: none"> • Demonstrates a minimal ability to meet learning outcomes in the grasp of both theory and technical knowledge • Presentation which displays little more than cursory attention to professional norms 	<p>Work that often misrepresents or misunderstands thinking in the discipline through:</p> <ul style="list-style-type: none"> • Minimal attention paid to the quality, range and appropriateness of sources used; • Poorly informed opinion led work with a minimal evidence base; • No real underlying structure of argument; • Work that is frequently confused and incoherent.
20-29	<ul style="list-style-type: none"> • Does not demonstrate even a basic understanding of the subject matter • Insufficient awareness of appropriate principles, theories, evidence and techniques • Little evidence of critical engagement with the material 	<ul style="list-style-type: none"> • Lacks any real application of skills to meet learning outcomes • Fails to demonstrate any substantive meeting of learning outcomes • No real attention to the disciplinary norms of presentation 	<p>Work that fundamentally misrepresents or misunderstands thinking in the discipline through:</p> <ul style="list-style-type: none"> • A lack of attention to the quality, range and appropriateness of sources used; • Poorly informed opinion-led work rather than evidence based argument; • No real underlying structure of argument;
10-19	<ul style="list-style-type: none"> • Demonstrates confusion over the subject matter • Little awareness of appropriate principles, theories, evidence and techniques • No evidence of critical engagement with the material 	<ul style="list-style-type: none"> • Fails to demonstrate the use of skills to meet learning outcomes • Fails to demonstrate any substantive meeting of learning outcomes • No real attention to the disciplinary norms of presentation 	<p>Work that completely misrepresents or misunderstands thinking in the discipline through:</p> <ul style="list-style-type: none"> • Inadequacy of sources used; • Unsubstantiated assertion with no evidence base • Failure to structure the argument being presented;
0-9	<ul style="list-style-type: none"> • Demonstrates mainly ignorance of the subject matter by presenting information of minimal relevance. • Little or no awareness of appropriate principles, theories, evidence and techniques. 	<ul style="list-style-type: none"> • Learning outcomes not met • No real attention to any norms of presentation. 	<p>Work that completely misrepresents or misunderstands thinking in the discipline through:</p> <ul style="list-style-type: none"> • Absence or misuse of sources; • Work that is confused and incoherent.

Appendix I: Staff Contact Lists

Academic Staff

A full and up-to-date list of academic staff, including their role(s), e-mail address and office location can be found on **ULearn**. “Who’s Who?” type lists are given in the separate Programme Information booklets.

Administrative and Technical Staff

The administrative and technical staff you will encounter most frequently (teaching support) are listed on page 2. Other staff that you may need to see about various matters are listed below.

Name	Function	Office	E-mail *
Miss Cora Domburg	Faculty Registrar	02bBB04	c.domburg
Mrs Catherine Wilkinson	Undergraduate Admissions (MMA)	13AA02	c.wilkinson
Miss Allana Rider	Undergraduate Admissions (CCE)	13AA02	a.rider
Mr Adam Kirby	Faculty IT Manager	46BA01	a.kirby
Mr Bob Norton	Undergraduate Laboratory Manager	05aBC00	r.norton
Mr Richard Reffell	Workshop Manager	09BB00	r.reffell
Mrs Evi Tramantza	Engineering Subject Librarian	20LB01	e.tramantza
Mr Kevin Joyce	Faculty Health & Safety Officer	08BB04	k.joyce
Mrs Linda Allard	Faculty Finance Manager	15BB04	l.allard
Mrs Jayne Hammond-Smith	Faculty HR Manager	22BB04	j.hammond-smith
Mr Colin Taylor	Faculty Buildings & Facilities Manager	14BB04	c.taylor

* the names in this column must be followed by “@surrey.ac.uk

Appendix J: Health and Safety Issues

To all engineers, the importance of health and safety in the workplace should be very clear. Throughout your degree programme, relevant health and safety issues will be integrated within the teaching and learning and given appropriate prominence.

During your degree at Surrey, you will often work in laboratories. You may also take part in field trips and site visits. In all these places, you should be aware of all safety implications **for you** and **for the people around you**. Always pay careful attention to the instructions given by the member in staff in charge.

Within the Faculty of Engineering and Physical Sciences, the Health & Safety Officer is [Mr Kevin Joyce](#) (extension 6605; e-mail k.joyce@surrey.ac.uk). However, if you have any questions or concerns about health and safety issues, then please do not hesitate to contact any member of the Faculty's academic staff or technical support staff **immediately**.

In addition, please click on "*Health & Safety*" on the **ULearn** website for up-to-date and detailed information relating to these key issues. The website includes the Faculty's Health and Safety Policy & Procedures in full.

Appendix K: ULearn

ULearn is the University's online learning environment. It provides a framework for a variety of online activities and information that support learning at the University. ULearn is intended to empower your own learning, offering greater control and flexibility of what, where and how you learn. ULearn can be viewed as an online resource for your learning needs. Your tutor places lecture notes, coursework and other learning materials on ULearn. You can study them at your own convenience, or you may discuss, ask questions or collaborate with your fellow students using the discussion forums. When it comes to exam time, you will be able to use ULearn to discuss the example questions, past exam papers and other topics you need to cover in your revision.

Registration

You don't have to worry about registration. Your username and password is the same as the IT account that has been given to you when you registered at the University. When you login into ULearn you should be able to access the modules that you are registered for. You will not be able to see all of the ULearn enabled modules only those you are registered for.

Access and logging in

ULearn can be accessed from the following links:

<http://www.surrey.ac.uk/ulearn> or <http://ulearn.surrey.ac.uk>

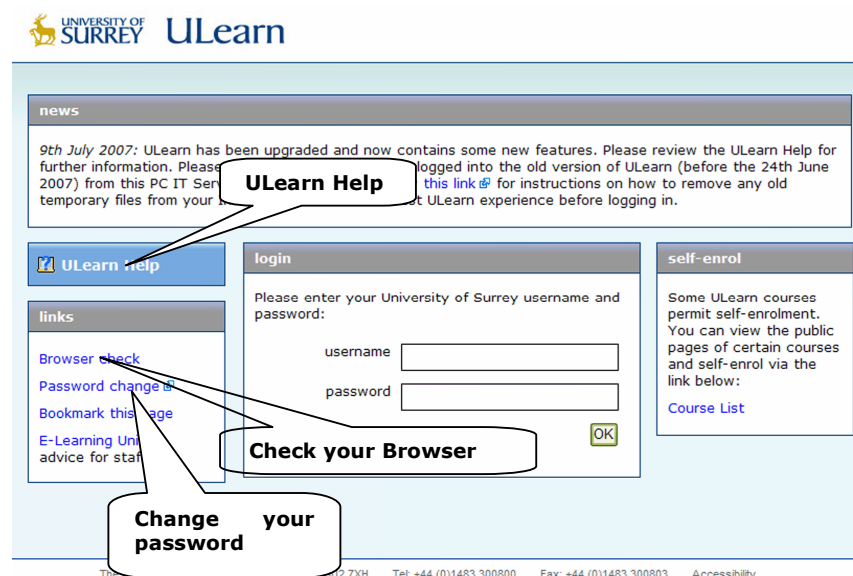


Figure 6.1 ULearn Login page

Before you login to Ulearn

Before starting to use ULearn, you will need to do the following:

1. Check your browser:
A Browser is a programme that allows you to surf the internet e.g. Internet Explorer, Mozilla etc. You need to check your browser in order to find out if it fulfils all of the ULearn requirements. Clicking on "Browser Check" (See Figure 6.1 above) will generate a "Browser Check Report". If your browser is not fully compatible with ULearn requirements, the report will tell you what you need to do in order to configure it. Don't worry; it's easy. Just follow the instructions given. If you have troubles configuring your browser, you can always contact the IT-support (student-support@surrey.ac.uk).
2. Change your one time password:

Skip this step if you have already personalised your password. The first password you have been given when you registered with the university is a one-time password. You need to change it to a personal one before you can use ULearn. Click on “Password Change” to do that.

ULearn help

There are two types of help:

1. Technical Help:
Technical Support is available from the IT services if you have troubles using ULearn. You can get help on technical issues by clicking on the icon shown on the ULearn login page (See Figure 6.2).

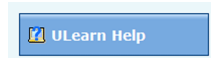


Figure 6.2 ULearn help (see Figure 1 for the location)

2. Administrative Help:
If the module you registered in does not appear on your course list, or similar problems, contact the relevant person in the Postgraduate Teaching Office.

My ULearn Homepage

Once you logged into ULearn, you will be taken to “My ULearn Homepage” (Figure 6.3). It is highly recommended that you update your personal profile by clicking on “My Settings” link that appears on the top right-hand side header options “My ULearn Homepage”.

Under the heading “Course List” are the location for the links to the modules you are registered in (Figure 3). Click on the module you want to access.

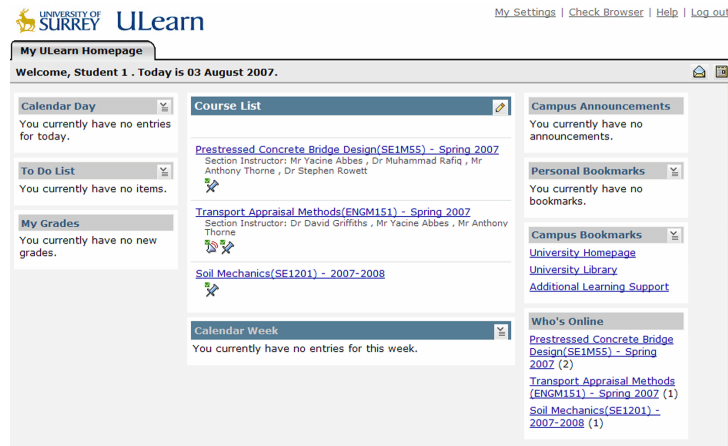


Figure 6.3 My ULearn Homepage