This guide is intended to act as a single source of essential and useful information for the School of Computing Science. This document contains links to information that is available on Moodle, but generally does not duplicate such information.

DISCLAIMER
Although the information contained in this document is believed to be accurate, changes in circumstances may require modifications to the content and delivery of some courses during the year.

Revised June 2016
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Dear Student

It is our great pleasure to welcome you to the University of Glasgow. This guide provides information about some of the most important aspects of your interaction with the School. We hope it will help you to get acquainted with our organization, our services and our culture.

While knowing that visiting a foreign university is one of the most exciting experiences in the life of a student, we understand that living far from home requires one to face many changes that might make you feel uncomfortable. Do not get discouraged - many other students have experienced the same feelings at the beginning of their stay, but quickly became as Glaswegian as we are.

However, for any problem that appears to be impossible to solve, please contact the Exchange Students’ Coordinator:

Dr Helen C. Purchase  
Room S104 (second floor of the School of Computing Science)  
Phone: +44-141-330 4484  
e-mail: Helen.Purchase@glasgow.ac.uk

We hope your stay at the University will be a memorable experience!
GENERAL INFORMATION

1 THE SCHOOL OF COMPUTING SCIENCE

The University of Glasgow, founded in 1451, is the second oldest university in Scotland and the fourth oldest in the English speaking world. With over 17,000 students, it is also one of the largest and offers study in a wide range of subjects at all levels in four Colleges. The University is set in the West End of Glasgow, one of the world’s outstanding cities confirmed by being European City of Culture 1990, City of Architecture 1999 and host of the Commonwealth Games 2014.

Computing Science is a young and exciting discipline which is rapidly evolving. It includes, amongst other things, theoretical studies, experimental investigations in areas ranging from human-computer interaction to network performance, and practical engineering challenges in designing and implementing safe, efficient and reliable software. Teaching is provided by computing scientists at the forefront of research. We are proud of the high standards in our programmes which are informed by our leading edge research, Computing Science is top in Scotland for impact, and rated 6th in the UK for research intensity in the 2014 Research Excellence Framework.

Our computing science students have reported high satisfaction levels in each year of the National Student Survey, we are ranked 13th in the UK in the Complete University Guide 2016 league table, 19th in the Guardian League Table and are in the top 100 in the QS World University Rankings by Subject 2015. Graduates are professional practitioners, equipped to embark on their careers with a solid foundation, breadth of knowledge, and be multilingual in programming languages.

With 38 academic staff, 7 Research Fellows, 32 research staff and more than 100 research students, we host over 130 externally funded research projects with a value of approximately £3m each year. Our teaching excellence is evidenced by our ranking as top or joint top in overall satisfaction in the National Student Survey in four of the last seven years.

The School of Computing Science is part of the College of Science and Engineering. It is located in the Sir Alwyn Williams Building (SAWB) together with the adjacent houses 10 – 17 of Lilybank Gardens (LBG). Staff offices and research labs are housed there, while undergraduate laboratories are on Levels 6, 7 and 10 of the Boyd-Orr Building (BO). Classes are taught in various locations around the campus.

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The Teaching Office is in Lilybank Gardens F161.

1 http://www.ref.ac.uk/
2 http://www.thecompleteuniversityguide.co.uk/league-tables/rankings?s=Computer+Science
3 http://www.theguardian.com/education/ng-interactive/2015/may/25/university-league-tables-2016#S220
2 STUDENT RESPONSIBILITIES

2.1 ATTENDING LECTURES
Your timetable, containing the times and locations of all classes is available on MyCampus. You are strongly advised to attend all lectures. We have observed a strong correlation between lecture attendance and course pass rates. Thus, merely by attending lectures you will be able significantly to increase your chances of passing. Do not be tempted to cut classes in order to complete assessed coursework or work on your project. In the long run you will lose out by having to spend extra time mastering the work. *Do not expect lecturers or tutors to explain material to you just because you have chosen not to attend the relevant lecture(s). International students on a student visa must attend classes regularly and maintain a minimum attendance requirement.*

2.1.1 RECORDING LECTURES
You may record lectures for your own personal use under the following conditions:

a) You must personally ask the lecturer if they mind having their lectures recorded, and get their permission. If the lecturer does not give permission you should respect that and not record the lectures.

b) The recording is for your use only. If recordings are distributed on the web, or uploaded to YouTube or similar services, this will be considered a disciplinary offence.

c) Please note that lecture recordings and ALL course materials provided are for your own personal use and can only be used in relation to your studies. Any unauthorised distribution of course materials, including uploading them onto unauthorised web sites and social media sites, such as YouTube or Course Hero, will be considered in breach of the code of conduct and will be subject to disciplinary action.

2.2 LECTURE NOTES
Lecturers will sometimes provide copies of handouts at lectures, but these **do not** usually comprise a complete record of the course, and you should expect to take additional notes during lectures. The policy on availability of course materials, other than at the appropriate lecture, is at the discretion of individual course teams. PDF versions of the lecture notes will often be made available on the appropriate Moodle page after the lecture so that you can print it out should you miss a lecture due to ill health. The Teaching Office **does not** have copies of the handouts.

2.3 MONITORING YOUR PROGRESS
We will do all we can to help you succeed in your chosen courses. However, in the end it’s up to you. Make sure you know what you must do in order to gain the credits for a given course. It is important to keep track of your progress throughout the year. Keep your own record of your grades on assessed exercises.

2.4 COURSE CHOICES
Students in levels 3, 4 and 5 who have a choice of courses are required to register their choice in MyCampus in the second week of each semester. Courses cannot subsequently be changed without the approval of the Exchange Students’ Coordinator.
2.5 MANAGING YOUR TIME

It is important to develop the skill of managing your time effectively if you wish to realise your full potential during your period at University. This is particularly true in studying Computing Science, where the nature of the practical work is such that you may be tempted to spend much more time than is wise perfecting your solutions.

It is tempting to put in extra time on assessed exercises, perhaps a great deal of extra time, in an attempt to obtain maximum marks. Bear in mind that the time cost of doing so must be carefully balanced against the other things that you have to do. In particular, over-emphasis on assessed exercises may leave you short of time for reading and understanding lecture notes, working on un-assessed tutorial exercises (which may be examinable), etc. It is up to you to find the right balance.

2.6 ATTENDANCE MONITORING

The University requires us to monitor student attendance during teaching periods. This requirement is implemented in different ways at different levels – via laboratory attendance and/or lectures at Levels 1 and 2, and via meetings with project supervisors at Levels 3, 4 and 5. Absences of two consecutive weeks without good cause will result in action being taken. The main aim of this procedure is to ensure that you are given an opportunity to provide an explanation for the absence. The ultimate sanction is withdrawal from the University by Registry if no acceptable explanation for continued absence is received. However, you should be aware that, as long as you keep the School informed of any legitimate absence, the Attendance Monitoring policy need not be a cause for concern. If you miss any coursework, examination or mandatory lecture/tutorial, you are required to submit a MyCampus absence with appropriate supporting evidence within 7 days of the deadline/exam. Notifications of an absence outwith this time may not be considered. The procedures to follow in the case of absence due to good cause are described in Section 10.4 of this document. See the following link:
http://www.gla.ac.uk/services/senateoffice/academic/recentpolicyagreements/monitoringstudentattendance/

2.6.1 TIER 4 ATTENDANCE

The University is required to monitor the attendance of its Tier 4 (non-EU) students to ensure compliance with the conditions of its Highly Trusted Sponsor (HTS) license to admit and teach international students. To ensure a consistent approach to providing evidence of student engagement in their studies, attendance will be captured for ALL students at a lab, tutorial or project supervision meetings (see Attendance Monitoring document on School noticeboards for further details)

If you are a student at the University on a Tier 4 visa, you should be aware that failure to attend and sufficiently evidence engagement with your courses will lead to follow-up e-mails, potential withdrawal from studies and your permission to remain in the UK will, as a consequence, be withdrawn by the Home Office. Administrative staff within the school will follow up by email, in the first instance, before any action of this nature is taken.

2.7 SAFETY

Make sure you know the procedure in case of fire or other emergency for evacuation of the Boyd Orr building and any other building where you may attend classes. Computer equipment that is not functioning properly may be a safety hazard. If you discover any equipment that is out of order, or in any other apparently unsafe condition, report this immediately to your tutor or another member of staff.
2.8 COMMUNICATION

2.8.1 WEB
The internal web pages, accessible via Moodle\(^5\), contain a range of useful information, including course descriptions, minutes of staff/student meetings and announcements of various kinds. Most course coordinators will use the web to make course information and materials available.

2.8.2 EMAIL
Email is the primary means of communication within the School in general and between the teaching administration office and students in particular. To avoid missing important information, students should ensure they check their e-mails regularly.

The email facilities are also available for personal use but only if they are not abused. Under no circumstances use the facilities for spam. The University reserves the right to monitor data communications, as permitted by the relevant legislation and http://www.gla.ac.uk/services/it/regulationscommitteesandpolicies/email/.

2.8.3 STAFF–STUDENT COMMITTEES
The Staff–Student Committee (SSC) at each level is a forum for discussion between staff and students on the structure, aims, objectives, content, assessment methods, and delivery of the programme, as well as related matters such as equipment. The detailed list of matters that are within the remit of the staff-student committee is called the Terms of Reference\(^6\). Normally there will be one formal meeting of each SSC each semester. The class representatives (class rep) will be informed, by email, of the scheduled times for these meetings, it will also be announced on Moodle. You should contact one of your class representatives before the meetings if you have any matters that you would like them to raise. Contact details will be provided on the relevant Moodle pages and also on Student Voice.\(^7\)

During the early weeks of the year you will select class representatives who receive training from the SRC and represent your views on Staff-Student Liaison Committees. The role of these students is very important and it’s imperative that you let them know when things are going well and not so well with your studies so that they can keep the School informed on everything from teaching to facilities, to help ensure that there is continuous improvement.

You should think carefully about whether you would like to undertake the role of class rep. As well as providing valuable experience, including CV points, such participation will be recorded on your academic transcript, subject to the completion of SRC training (which lasts half a day). Further information both about becoming a class rep and what to expect from your class rep can be found on Student Voice.

The SRC Vice President (Education) oversees the whole class representative system, including providing the training, and also represents the views of all students to the University on a variety of Committees. If you have a matter

\(^5\) http://moodle2.gla.ac.uk/course/category.php?id=93
\(^6\) http://www.glasgowstudent.net/about/representation/class-reps/resources/
\(^7\) https://sharepoint.gla.ac.uk/students/myglasgow/_layouts/StudentVoice/About.aspx
relating to education, either within the University or beyond, which you feel requires attention, do not hesitate to get in touch via vp-education@src.gla.ac.uk or by dropping in to the SRC offices at 65-67 Southpark Avenue.

2.8.4 CONTACT WITH STAFF
You may wish to meet with a lecturer or tutor to discuss aspects of a course. Members of staff have their own policies for organizing meetings with students: some advertise office-hours for this purpose, whilst others are happy to meet with students by appointment. In the latter case, you are advised to avoid dropping in without an appointment unless there is no alternative. If it is not possible to speak to the staff member after a lecture or tutorial, the best solution may be to request a meeting by email. You should include times when you are available, together with a brief indication as to the nature of your query.

2.8.5 QUESTIONNAIRES
Towards the end of each course you will be asked to complete a questionnaire. These provide the most comprehensive opportunity for both positive and negative feedback about a course, so please take the exercise seriously.

2.8.6 MOODLE
Familiarise yourself as soon as possible with the online learning environment Moodle. Students should be automatically enrolled in Moodle they enrol for a course on MyCampus. However, enrolment to the relevant Moodle pages can take up to 48 hours from when you enrol for the course on MyCampus. If, after this time, you still cannot access your courses on Moodle you should contact the IT helpdesk. It is very important to ensure that you are registered for your courses on Moodle as important information will be posted there (lecture notes, tutorial and laboratory sheets, course descriptors, deadlines, regulations, etc.). Information on the recommended texts for each course is available on the Moodle web page for that course.

It is very important that you find out how to access the Moodle resources as soon as possible – there is a chance that you will miss out on important information otherwise.

2.8.7 MYCAMPUS
MyCampus is the University of Glasgow’s student information system that is used by students throughout the year. You should have received the information required to log in to MyCampus. MyCampus provides the following functionality at different periods of the year.

ENROLLING:

- formally register with the University of Glasgow
- view and change your details. If any of your personal details change after you have registered with the University (i.e. change of permanent or term address, status, etc.); please remember to update this information.
- Choose courses and view your timetable. It is your responsibility to familiarise yourself with your timetable i.e times and venues of your classes.

Students in levels 3, 4 and 5 who have a choice of courses are required to register their choice in MyCampus by

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8 http://www.gla.ac.uk/services/it/helpdesk/
9 http://www.gla.ac.uk/services/moodle/
the second week of each semester. Courses cannot subsequently be changed without the approval of the Year Head.

**DURING THE YEAR:**
- Submit or report your absenteeism if your studies are affected by illness or personal difficulties. Please refer to Student Absence Policy. See also Section 11.

**AFTER EXAMS:**
- See your results. Results may only be released by Registry. The School is not allowed to provide results. Compare your results with progress regulations so that you can see whether you need to take resits.

## 3 ASSESSMENT AND EXAMINATION

### 3.1 CREDITS
Each course, at each level, has its own requirements for completion. These requirements include submission of assessment components amounting to at least 75% of the overall weight of assessment, i.e. if you don’t hand in at least something for each piece of assessed coursework you risk getting a fail for the course. Some courses have other specific requirements – see Moodle pages for details of particular courses at each level.

- If you complete a course, you will be awarded the appropriate number of credits and a band on the 22 band scale. All results are released as bands. The nominal scale for translating marks to bands is available on Moodle. The Honours mapping is used for levels 1 to 5.
- If you are ill you **may** be awarded an MV (subject to the provision of appropriate evidence), and you can take the resit exam as a first attempt.
- If you fail to complete a course, you will be classed as:
  - CW (Credit Withheld) if the situation can be redeemed in a resit exam, or
  - CR (Credit Refused) if the situation is irredeemable. This means you will get no credits for the course.

Formal decisions on course completion and grades awarded are made by the Board of Examiners at their end of year meeting in June (main diet). Grades are also awarded in both January (December exams –levels 1 and 2 only) and August (resit diet).

### 3.2 BANDS
The **nominal** scale for translating marks to bands is shown on Moodle. This table also shows the corresponding numerical score.

### 3.3 ASSESSMENT OF COURSEWORK
You will be given a band for assessed exercises. Note that assessed coursework bands tend to be higher than examination marks. In line with the University’s Data Protection Policy, coursework not collected by students will be destroyed at the end of June of each academic year. **You are expected to** spend 100 hours of your own time for each 10 credit course working on assignments and exam preparation (200 hours for a 20 credit course and so on).
You should be aware that much of computing, particularly programming, involves problem-solving rather than assimilating factual knowledge. Therefore you cannot learn computing only by reading lecture notes and books; you must also work on problems and make full use of provided labs where an experienced person is available to guide and assist you.

**PLEASE NOTE:**
Coursework can NOT be redone unless stated otherwise in the course catalogue

3.5 SUBMISSION

The School operates a Policy of 4.30pm deadline (local time) for submission of all assessment.

Each assignment will have a hand-in deadline. Some courses require electronic submission and others submission on paper. Course coordinators will provide detailed instructions on the submission of work for their course. Please note UG students must sign an “own work” form via SocsOnline before submitting all written submissions. The only exception is when coursework is submitted via Moodle. In this case students will “sign” the own work form when submitting on Moodle. Students must ensure they press the submit button otherwise work may not be marked.

Assessed work that is submitted late is subject to a reduction in marks, per working day, unless appropriate dispensation has been obtained. The reduction will be equivalent to two bands per working day or part thereof. Coursework that is 5 or more days late will be awarded 0 (band H). Your final band for the assessed exercise may also be reduced by two bands if you do not follow the published submission instructions.

Your work will generally be returned to you within three teaching weeks of submission.

The Board of Examiners has the right to inspect your marked assignments. **Retain all of your returned assignments until the end of the year.**

3.6 END-OF-COURSE EXAMINATIONS

The format of each exam paper will depend on the course. The exact rubrics of all papers will be posted during the session.

Most courses have an examination as a major component of its assessment. Most examinations are in April / May, but some Level 1 & 2 exams and are held in December. All resit exams are in August. Copies of previous years’ examination papers are available by accessing the University Library web pages: http://www.gla.ac.uk/services/library/.

**Exchange students should note that credit cannot be awarded for a course unless the examination is taken. Exchange students must take any exams here in Glasgow during April/May diet. Arrangements to take exams in their Home country can only be made by Registry for the August resit diet.**
3.7 USE OF DICTIONARIES AND CALCULATORS
Overseas students for whom English is not their first language are permitted to use dictionaries in examinations. Only paper dictionaries may be used; no electronic devices of any form are permitted. All dictionaries are subject to inspection by an invigilator. Electronic calculators are typically not permitted in any Computing Science examinations. However, if a calculator is permitted in an examination, you will be advised by the course coordinator and it will also be noted on the front of the exam paper. Please note that SMART watches are not allowed in the exam hall so must be removed before entering the room.

3.8 VIEWING OF EXAM SCRIPTS (UG)
Students will have the opportunity to view their exam scripts up to two weeks after the exam marks have been published. Any requests must be made to the relevant class secretary stating your name ID number and the scripts you wish to view. Please note we cannot post copies of exam scripts or provide them electronically. You will be contacted with a date and time to come and view your script(s) under the supervision of a member of staff. The School will endeavour to make exam scripts available within one week of the request.

Exam scripts are provided so that students can see where they made mistakes, to learn from them. If a student notices that marks have been added up incorrectly, or that marks have been transferred incorrectly to the front of the script, or that some portion of the script has not been marked, they can bring this to the attention of the administrator who is monitoring the viewing. Students cannot question academic judgement and staff are not required to justify the marks they have awarded. Students are not allowed to write on the exam script, take notes or take photographs of the exam script.

After the 2 week period all exam scripts will be stored away securely to meet legal data protection requirements. Therefore any ad hoc requests made out with the 2 week period may be subject to delay. Students are therefore strongly advises to request to view their script(s) at the first available opportunity.

3.9 FEEDBACK, AND EXAM FEEDBACK POLICY
Feedback is a key part of the learning process, and appears in many forms. The most familiar form of feedback to students, usually, is the written comments returned with marked coursework. However, feedback occurs whenever you engage in any kind of dialogue, so be sure to recognise the following forms too:

- Some lecturers give a whole-class feedback session after submission of an assessed exercise. While this may not seem personalised to you, you will find it contains a wide range of misconceptions as experienced right across the class – being aware of them all will give you a better picture of the subject area and pitfalls to your fully understanding it.
- Any class discussion that comes up is a source of feedback on the class’s understanding. If there’s anything you don’t understand, speak out – answers to your questions are direct feedback. Do your best to understand other students’ questions – the ensuing discussion will most likely deepen your understanding. Always, trust yourself to speak up – you will be speaking for the silent majority most of the time.
- Any short test in class gives you direct feedback. Assuming it is self-marked in class, or even if it is handed in and returned, marked, a few days later, being able yourself to see which questions you got right and which wrong is immediate feedback for you to act on. A raw mark is one thing, but targeting the exact areas that you don't understand will be much more beneficial.
- On the basis of discussion with students or staff, thinking or reading outside the class, the lecturer may initiate in-class discussion or an email thread about topics already covered. You have an opportunity to engage in the discussion he or she has started, and gain further feedback on your own thinking.
There is a policy on providing feedback on exams. Please see Appendix G for the details.

3.10 RETENTION OF TEACHING AND ASSESSMENT RECORDS
The University has a strict policy regarding the retention of records that relate to teaching and assessment. Further details are at: http://www.gla.ac.uk/services/dpfoioffice/guidanceonrecordsretention/\(^1\) This includes information for students on the availability of assessment information which schools must release to them on request.

4 APPEALS
It is hoped that consultation with tutors, lecturers and/or the year head will resolve any difficulties or disputes that may arise. However, all students have the right of appeal against any School decision (with the exception of academic decisions), in writing, to the Head of School.

A student may further appeal against a School decision to the College of Science and Engineering and to the Senate. Details of the College and Senate appeals procedures are in the University Calendar which can be accessed from the Senate web pages.

5 COMPLAINTS
If you have a complaint please raise it with a member of staff in the area concerned. We aim to provide a response to the complaint within five working days. This is Stage 1.

a) If your query relates to administration, contact the teaching administrator.
b) If your query relates to a specific course contact the course lecturer.
c) If your query relates to your project, contact your project supervisor.

If you are not satisfied with the response provided at Stage 1 you may take the complaint to Stage 2 of the procedure. Similarly, if your complaint is complex, you may choose to go straight to Stage 2. At this stage the University will undertake a detailed investigation of the complaint, aiming to provide a final response within 20 working days. You can raise a Stage 2 complaint in the following ways:

- by e-mail: complaints@glasgow.ac.uk; by phone: 0141 330 2506
- by post: The Senate Office, The University of Glasgow, Glasgow, G12 8QQ
- in person: The Senate Office, Gilbert Scott Building, The University of Glasgow.

Complaints do not have to be made in writing but you are encouraged to submit the completed Complaint Form whether it is at Stage 1 or Stage 2. This will help to clarify the nature of the complaint and the remedy that you are seeking.
Remember that the SRC Advice Centre is available to provide advice and assistance if you are considering making a complaint. (Tel: 0141 339 8541; e-mail: advice@src.gla.ac.uk)

6 QUALITY ASSURANCE AND ENHANCEMENT

The Senate Office webpage provides information about various aspects of quality assurance and enhancement. This information can be found at the following link: http://www.gla.ac.uk/services/senateoffice/qa

7 PLAGIARISM POLICY

Every award of the University of Glasgow is based on assessment of the student’s learning, using evidence in the form of submitted work. Such evidence is valid only insofar as it represents the student’s own work. If the student submits another person’s work and represents it as his/her own work, the evidence is fraudulent. This is plagiarism, which undermines the University’s academic standards and is therefore a serious disciplinary offence.

The University of Glasgow states:

“Plagiarism is defined as the submission or presentation of work, in any form, which is not one’s own, without acknowledgement of the sources. Special cases of plagiarism can also arise from one student copying another student’s work or from inappropriate collaboration.”

In Computing Science, there is potential for plagiarism in software development, essays, and project reports/dissertations, as explained in the attached guidelines. The guidelines also explain the circumstances in which it is legitimate to use another person’s work and how that work should be acknowledged.

Plagiarism can be detected by a variety of means, including sophisticated software that is routinely used in the School.

It is the University’s and School’s policy to deal severely with all cases of plagiarism. The Head of School has the power to award a mark of zero for work shown to have been plagiarised, and to amend the student’s record to reflect that decision. Serious and repeated offences are referred to the Senate Assessors for Discipline and the Senate Disciplinary Committee, who have the power to impose more severe penalties including suspension from the University.

At the start of each academic year, all students in Computing Science classes are required to familiarise themselves with the School’s plagiarism policy and guidelines.

Along with each piece of submitted work, students are required sign an online own-work declaration confirming that he/she has complied with our plagiarism policy in that piece of work on SocsOnline.

Coursework marks may be withheld if the declaration has not been signed, and a penalty may be applied.

Declaration

I hereby declare that I have read and understood the above plagiarism policy and the attached guidelines. I undertake to comply with this policy in all my submitted work, and to consult a lecturer or year head whenever I am uncertain about how the policy and guidelines are to be interpreted.
Detailed guidelines on Plagiarism, together with some example scenarios, appear in Appendix A of this document.

8 LABORATORIES AND EQUIPMENT

8.1 LABORATORIES
During scheduled laboratory hours, members of the appropriate lab group have priority, but others may use the machines subject to availability and the approval of the supervising lecturer or tutor.

8.1.1 LABORATORIES - UG
The Boyd Orr building is open from 08:00 until 22:30 Monday-Thursday, and until 21:30 on Friday, during semester. It is open 09:00-17:00 during vacations, but is closed on all public holidays. The labs are not open at weekends to Level 1 and 2 students. Details of opening and closing times are displayed in the building itself. The Boyd Orr building and the Computing Science buildings are kept locked outside normal working hours.

The school has a number of teaching labs in the Boyd-Orr building.

Level 1: BO720 – 64 windows 7 machines
Level 2: BO706 – 56 windows 7 machines
Levels 3, 4 and 5: BO620 – 48 dual boot windows 7/linux – open access,
BO720 – 72 dual boot windows 7/linux – used for lab based teaching, open access at other times

Students at level 3 and above can get their student card activated to give them out of hours access to the Boyd-Orr building and the school's teaching labs. Students should first contact Christine Donnelly, room 224 in the Boyd Orr Building, in the first instance. If she is not there students can also ask the janitors in the Boyd Orr building who will be able to do this for them. Please note that 24 hour access is a privilege and may be withdrawn if students misbehave.

Hardware faults should be noted in the hardware fault book in the lab. System software faults including networking or server issues should be emailed to support@dcs.gla.ac.uk with a copy to the relevant member of academic staff if the fault is affecting coursework. If faults that disrupt teaching persist for several working days, the year head should be informed.

You can access the campus wireless network from most of our labs in the Boyd-Orr. Information on this is available at http://www.gla.ac.uk/services/it/forstudents/. Finally, if you encountered any computer system faults, please email support@dcs.gla.ac.uk. The University provides wireless access points at various places on campus to allow students access to the University network. Information regarding wireless access can be found on the IT Services web site.

8.2 USE OF LAPTOPS

http://www.gla.ac.uk/services/it/mobile/
The use of laptops in lectures is at the lecturer’s discretion (aside from students with disabilities).

8.3 PRINTING QUOTAS
The School endeavours to minimise any requirement for direct printing by students for environmental reasons. You may, however, purchase print credits online using a credit/debit card or buy print credits on level 2 of the Library via print kiosks. Further information is available at http://www.gla.ac.uk/services/it/studentclusters/printing/printingscanningandcopying/.

8.4 PULL PRINTING (UG)
The School uses the universities central Pull Printing system. There is one printer located in BO620 and 2 located in the corridor of BO Level 7. The printers also have functions for scanning and copying.

8.5 CONDITIONS OF USE
Appendix B of this document contains the detailed conditions of use of equipment in the Computing Science laboratories. All students are required to familiarise themselves with this document. It is also posted on the noticeboards in the labs in the Boyd Orr building and on the general Computing Science Moodle page.

8.6 CONTRACT CHEATING
Please note that the use of a service such as Freelancer, VWorker, Getacoder or EssayBay to do your coursework for you is a disciplinary offence. It could even lead to expulsion. These websites are monitored and if any of our assignments are found we will investigate further. It is best to do your own coursework so that you can gain the full benefit from your learning experience here at Glasgow.

8.7 BLOGS AND SOCIAL NETWORKING
Many students make use of blogs and/or social networking sites (e.g. Facebook, Twitter) to communicate with friends and family members. When you write comments on these online blogs bear in mind that they are open to the world at large, and that negative comments made about named people or institutions could lead to disciplinary, and possibly legal, action being taken against you. Please be careful about what you write.

9 MISCELLANEOUS

9.1 BACKUPS
No dispensation will be made for loss of electronic files relating to coursework or project work due to failure to keep adequate backups. Students should ensure that they store all coursework and project work on their UNIX or Windows filestore, which is backed up nightly.

9.2 UNIVERSITY LIBRARY
Texts for UG undergraduates are held primarily in the Undergraduate Lending Library (ULL) and the Short Loan Collection (SLC) located on Level 2 of the Library. All the texts on your reading lists are available as multiple copies. Other texts that may be relevant to your courses can be found in the level 5 annex of the Library building.
9.3 **PHOTOCOPYING**
There is no facility for undergraduates to make photocopies in the School. There are photocopying facilities in the Queen Margaret Union.

9.4 **TEXTBOOKS**
Information on the recommended texts for each course is available on the Moodle web page for that course.

9.5 **STUDENT LEARNING SERVICE (SLS)**
The Student Services [http://www.gla.ac.uk/services/sls/](http://www.gla.ac.uk/services/sls/) (SLS) offers study skills advice, guidance and support to all students. If you would like to make your learning techniques more effective, you can attend workshops which take place regularly in the McMillan Reading Room or contact the Effective Learning Adviser (ELA) for the College of Science and Engineering. Popular topics for discussion include improving essay writing, revision techniques, exam techniques and note-making.

10 **PROBLEMS AND SPECIAL CIRCUMSTANCES**
Keep us informed: if for any reason you find yourself missing work or falling behind, consult with your adviser of studies, project supervisor, or the Year Head to form a plan for catching up. Make sure you inform us while there is still time to deal with the problem effectively.

10.1 **CONTACTS**
If you have any queries you should contact the Teaching Admin Staff (for queries relating to Level 1 & Level 2 courses, contact Helen Border, for Level 3,4 and M contact Gail Reat) in the first instance, and they will probably be able to help you.

If your query relates to a specific course contact the course lecturer.

If your query relates to your project, contact your project supervisor.

10.2 **STUDENTS WITH DISABILITIES**
The Student Disability Service recommends that certain students who have registered with the Service receive lecture notes in advance of the lectures. In the case of courses where lecture notes are normally handed out, such students may request to receive the notes in advance; every reasonable effort will be made to satisfy such requests. Students should contact Gail Reat in the Teaching Office about this.

10.3 **ILLNESS AND OTHER PERSONAL CIRCUMSTANCES**
It is important that you maintain awareness of how you are coping with your courses throughout the year, and that you take appropriate action if things are not going well. If you fall behind or are worried about your progress, seek help immediately! If for any reason you find yourself missing classes, failing to complete assessments, or generally

14 [http://www.gla.ac.uk/services/sls/](http://www.gla.ac.uk/services/sls/)
falling behind, consult with your adviser of studies and/or year head to form a plan for catching up. Make sure you inform us while there is still time to deal with the problem effectively.

A period of ill health or other adverse personal circumstances could be a major threat to your degree. The School is anxious to offer as much support as it can to those who experience such problems, but we can only do so if we are aware of the problems at an early stage. Please contact your adviser of studies and the Year Head for your year as soon as you feel that your work is being affected by health or other personal difficulties.

The University has compiled a Student Absence Policy which indicates the procedures to be followed for

- the notification of absence from your studies and/or
- a notification of good cause.

If a student is absent from the university they are required to provide an absence notification. We require this so that we are informed of the issue and can offer assistance if appropriate. Use the MyCampus absence reporting facility to notify us of absences.

If the absence is more than 7 days, or causes them to miss coursework deadlines, miss a compulsory class or miss exams or feels their performance in coursework or exams have been affected by illness or personal circumstances a student is also required to provide a notification of good cause – i.e. student performance that has been negatively affected despite the best efforts of the student. Students are required to provide the notification of good cause within 7 days of the absence, coursework deadline or examination date.

The Board of Examiners will not necessarily take account of notifications of good cause reported after this deadline when considering a case for good cause.

Illness affecting Assessed Coursework

If you are unable to submit an assessed exercise due to ill health, or other personal circumstances, you should obtain appropriate documentary evidence, which takes the form indicated in the University Student Absence Policy. You should complete an absence report on MyCampus and submit your evidence (usually within 7 days after the deadline), explaining what the problem is.

You should apply for an extension on SocsOnline.

The course coordinator will contact you to agree on an appropriate plan of action for the item of coursework. This could involve either granting an extension to the deadline, or “voiding” the item of coursework, so that the remaining assessment on the course is scaled up to 100%. Any deadline extension must be requested before the published deadline unless it is impossible for you to do so. In this case, such a request must be made no later than 7 days after the published deadline.

There must be a good reason why you were unable to request the extension before the deadline. But in any case, a deadline extension that goes beyond the date of the return of the coursework to other students will not be given under any circumstances.

10.4 ILLNESS AFFECTING EXAMINATIONS

As mentioned above, the University’s Student Absence Policy describes the procedures that must be followed in the case that an illness, or other personal circumstances, causes you to miss an exam. Similarly, if you believe that
illness, or other personal circumstances, occurring prior to, or during, an exam has affected your performance at that exam; you should follow the same reporting procedures as described for absence during an exam.

In particular, as mentioned above, the completed absence report must be received no later than 7 days after the date of the exam. The Board of Examiners will not necessarily take account of absences reported after this deadline when considering a case for good cause. Exceptions to this include the case where the illness itself prevents the student from reporting the absence any sooner.

The University regulations specify in detail what happens when a student misses part or all of the final examination due to illness. If at least 75% of the Honours assessment (i.e., over Levels 3 and 4) has been completed, the student may be awarded a classified Honours degree based on the completed exam papers and assessed coursework. (For these purposes, projects count as papers.) If less than 75% of the Honours assessment has been completed, the student may be offered an unclassified Honours degree or a Designated degree (depending on the standard attained); but in that case the student has the right to repeat the entire final examination at the next exam diet.

10.5 SOURCES OF HELP
If you have medical or personal problems, you can also get confidential help from the following services:

- the Student Counselling and Advisory Service [http://www.gla.ac.uk/services/counselling/](http://www.gla.ac.uk/services/counselling/)
- the International Students Advisor [http://www.gla.ac.uk/international/support/](http://www.gla.ac.uk/international/support/)
- the Chaplaincy Centre [http://www.gla.ac.uk/services/chaplaincy/](http://www.gla.ac.uk/services/chaplaincy/)
- the Student Disability Service [http://www.gla.ac.uk/services/disability/](http://www.gla.ac.uk/services/disability/)

Information and professional advice is also available via the Students’ Representative Council (SRC). The SRC employs professional advisers to help you through any problems you might be having. These can range from welfare issues such as money and accommodation to representation in academic appeals and disciplinary matters. This is a free service, no appointment is necessary and their doors are open from 10-4 (Mon-Thurs) and 10-3 (Fri). It can be found at the SRC Student Welfare and Advice Centre. You can contact this service via [advice@src.gla.ac.uk](mailto:advice@src.gla.ac.uk). This and any other information about the SRC is available [http://www.glasgowstudent.net/](http://www.glasgowstudent.net/)

10.5.1 CLASS REPRESENTATIVES
During the early weeks of the year you will select class representatives who receive training from the SRC and represent your views on Staff-Student Liaison Committees. The role of these students is very important and it’s imperative that you let them know when things are going well and not so well with your studies so that they can keep the School informed on everything from teaching to facilities, to help ensure that there is continuous improvement.

10.5.2 FOR ALL STUDENTS
If you miss an exam due to illness or adverse personal circumstances, you should submit any evidence via MyCampus in a notification of good cause as prescribed by the University's code of assessment. If you provide such recognised evidence, it is likely you will be given an MV for the exam and be able to take the resit exam as your first attempt.
If you miss an exam for any other reason, for example if you have overslept, you write the wrong date or time in your diary, you forget, or your alarm fails, you will get CW (credit withheld) for the exam. It is possible that you may be permitted to take a resit examination, but the final result will be capped at a D3.

10.6 SEEKING ADVICE
You should make every effort to keep up to date with your understanding of the lectures and the practical work, since once you get behind it is difficult to catch up again. In some courses, there is a gradual build up to a major exercise whilst in others the practical work is spread throughout the course. Inevitably the pressure builds up towards the end of each semester so you are strongly advised to plan accordingly. If you do fall behind you should seek help immediately from your Adviser of Studies, your lecturers, or the Programme Director. The best time to contact lecturers is at the end of a lecture, when an appointment can be arranged if necessary. We recommend that if you are having difficulties that you make contact with someone sooner rather than later. In our experience, this often leads to a more successful outcome.
APPENDIX A - PLAGIARISM GUIDELINES

The guidelines for preparing submitted work can be summarised simply as follows:

• Do your own work; do not expect anyone else to do any part of it for you.
• Whenever you have good reason to include or summarise another person’s work, acknowledge it clearly.
• Take care not to allow any other student to copy your work.

You should of course discuss your work with your lecturers, supervisors, tutors, and demonstrators, and seek help when needed. You may also discuss your work with other students in order to share ideas (provided that you do not share code, plans, or designs). Such discussions are a normal and healthy part of higher education.

Guidelines for software development (programs, spreadsheets, databases, etc.)

In the context of software development, plagiarism arises if you submit code written by another person, presenting it as your own work.

Copying another student’s code is never acceptable, whether the code is typed in from a hand-written draft, typed in from a discarded printout, or copied electronically.

If you allow another student to copy your code, you are party to plagiarism; note that this includes making your code available to the public on websites such as GitHub. If you attempt to disguise copying by, for example, changing identifiers or comments, that does not change the fact of plagiarism.

If you collaborate with another student on what was meant to be an individual piece of programming work, and if you conceal the collaboration, that is plagiarism. If you clearly acknowledge the collaboration, that is not plagiarism, but you will be assessed on the basis of your share of the work only.

If you reuse program code obtained from any source (such as a web site or textbook), that is plagiarism unless you clearly acknowledge the source. In larger programming assignments and projects, it is legitimate to reuse code with acknowledgement, but you will be assessed on the basis of your own code.

Examples

• Acceptable: Student A reminds student B where to find a file of source code provided by the lecturer.
• Acceptable: Students A and B, discussing a programming assignment, decide that the quick-sort algorithm would be a suitable choice; each student then goes away and codes that algorithm independently.
• Acceptable: Student A refers student B to a textbook example that illustrates a programming technique relevant to the current assignment.
• Acceptable: Student A shows student B how to use a compiler feature.
• Unacceptable: Student A tells student B how to do the current assignment.
• Unacceptable: Student A finds a discarded printout of a program, retypes it, perhaps changing identifiers and comments in an attempt to disguise the source.
• Unacceptable: Student A shows student B part of a solution to the current assignment.
• **Deprecated:** As above, but student B clearly acknowledges the help from student A. Although this is not plagiarism, student B will lose marks for not completing the assignment individually.

• **Unacceptable:** Student A reuses code from a textbook, without acknowledgement.

• **Deprecated:** Student A reuses code from a textbook, but acknowledges its source by a comment prominently placed beside the code. Although this is not plagiarism, the student will not receive marks for the reused code unless the assignment clearly encourages such reuse.

• **Unacceptable:** Students A and B collaborate on the design of a large program; each student then goes away and implements that design.

• **Acceptable:** Students A, B, C, and D work together on a team programming assignment, stating clearly who did what.

10.7 GUIDELINES FOR ESSAYS
In the context of an essay (whether coursework or examination), plagiarism arises if you include any text, diagrams, images, or even ideas generated by another person, presenting these as your own work.

Occasionally it may be appropriate for you to quote another person’s words verbatim, provided that you enclose the words in quotation marks and immediately acknowledge their source. For example:

“Testing can prove the presence of errors, but can never prove their absence.” [Dijkstra]

Even where your essay summarises or paraphrases another person’s work, you must still explicitly acknowledge it.

If you copy another student’s essay (or any part of it), that is plagiarism. If you allow another student to copy your essay, you are a party to plagiarism.

If your essay includes diagrams, images, etc., taken from other sources, you must cite these sources. Failure to cite a source would amount to presenting another person’s work as your own, which would be plagiarism.

Examples
• **Acceptable:** Students A and B discuss the issue that is to be the subject of an essay assignment; both students then go away and write their essays independently.

  • **Unacceptable:** Students A and B write an essay together; each student then goes away and makes changes.

  • **Unacceptable:** Student A downloads an essay from an essay bank, perhaps making changes.

  • **Unacceptable:** Student A asks a friend to write an essay for him/her.

GUIDELINES FOR WRITING PROJECT REPORTS/DISSERTATIONS
Every project culminates in a report/dissertation. This is a full account of the project work, and may include code and/or documentation.

In the context of a report/dissertation, plagiarism arises if you include any text, diagrams, images, data, code, documentation, or even ideas generated by another person, presenting these as your own work.
A report/dissertation is expected to review relevant previous work. For example, every software development project should be influenced by ideas from previous projects; and every research project should be informed by relevant previous research. Your report/dissertation must therefore include a bibliography, which lists all books, articles, web sites, etc. that you consulted in the course of your project. In the text of your report/dissertation, wherever you mention previous work, you must explicitly cite the appropriate bibliographic item(s). Failure to cite the source would amount to an attempt to present another person’s ideas as your own, which would be plagiarism.

Occasionally it may be appropriate for you to quote another person’s words verbatim, provided that you enclose the words in quotation marks and immediately acknowledge their source. For example:

“Testing can prove the presence of errors, but can never prove their absence.” [Dijkstra]

If your report/dissertation includes diagrams, images, data, etc., taken from other sources, you must cite these sources. Failure to cite a source would amount to presenting another person’s work as your own, which would be plagiarism.

Examples

- **Acceptable**: The survey chapter of a student’s report summarises ideas previously published in an article, which is listed in the bibliography and explicitly cited in the survey chapter.

- **Unacceptable**: As above, but the article is not explicitly cited in the survey chapter.

- **Unacceptable**: A student reproduces or paraphrases text from a published article or another student’s report, without explicit acknowledgement.

- **Unacceptable**: A student reproduces an image from a published article or web site or another student’s report, without explicit acknowledgement.

- **Unacceptable**: A student’s project uses data extracted from a public database or mined from a web site, without explicit acknowledgement.

- **Unacceptable**: A student’s project reuses code obtained from a textbook or web site, without explicit acknowledgement.

- **Acceptable**: In a team project, the students collaboratively write software, documentation, and the report. Each student’s individual contribution is clearly identified in the report.

Acknowledgements

The following sources have proved useful in the preparation of the policy and guidelines:

1. Plagiarism Statement, University of Glasgow,
   [http://www.gla.ac.uk/services/senateoffice/studentcodes/staff/plagiarism/plagiarismstatement/](http://www.gla.ac.uk/services/senateoffice/studentcodes/staff/plagiarism/plagiarismstatement/)

2. Plagiarism Policy, School of Informatics, University of Edinburgh,

3. Guidelines on Plagiarism, School of Informatics, University of Edinburgh,
10.1 USE OF TURNITIN
We are very good at spotting plagiarism in Essays and Dissertations. Therefore, it is in your best interest to eliminate plagiarised sections from your writing before submitting it. To help you with this, we will give you access to on-line application, Turnitin (www.submit.ac.uk).

Briefly, you can upload a piece of writing for an exercise and it will compare it with a range of online and student materials, identifying sections in common. We would regard as plagiarism the inclusion of large sections of identical material and so you should use Turnitin before submission, to ensure that you do not have a problem.

This will be discussed further in Professional Skills and Issues.

10.9 CONTRACT CHEATING
Please note that the use of a service such as Freelancer, VWorker, Getacoder or EssayBay to do your coursework for you is a disciplinary offence. It could even lead to expulsion. These websites are monitored and if any of our assignments are found we will investigate further. It is best to do your own coursework so that you can gain the full benefit from your learning experience here at Glasgow.

10.10 THE UNIVERSITY OF GLASGOW PLAGIARISM STATEMENT
The following is an extract from the University of Glasgow Plagiarism Statement. The full statement can be found in the University Calendar at http://www.gla.ac.uk/services/senateoffice/policies/calendar/

<table>
<thead>
<tr>
<th>31.1 The University's degrees and other academic awards are given in recognition of a student's personal achievement. All work submitted by students for assessment is accepted on the understanding that it is the student's own effort.</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.2 Plagiarism is defined as the submission or presentation of work, in any form, which is not one's own, without acknowledgement of the sources. Special cases of plagiarism can also arise from one student copying another student's work or from inappropriate collaboration.</td>
</tr>
<tr>
<td>31.3 The incorporation of material without formal and proper acknowledgement (even with no deliberate intent to cheat) can constitute plagiarism.</td>
</tr>
</tbody>
</table>

Work may be considered to be plagiarised if it consists of:

- a direct quotation;
- a close paraphrase;
- an unacknowledged summary of a source;
- direct copying or transcription.

With regard to essays, reports and dissertations, the rule is: if information or ideas are obtained from any source, that source must be acknowledged according to the appropriate convention in that discipline; and any direct quotation must be placed in quotation marks and the source cited immediately. Any failure to acknowledge adequately or to cite properly other sources in submitted work is plagiarism. Under examination conditions, material learnt by rote or close paraphrase will be expected to follow the usual rules of reference citation otherwise it will be considered as plagiarism. Schools should provide guidance on other appropriate use of references in examination conditions.

31.4 Plagiarism is considered to be an act of fraudulence and an offence against University discipline. Alleged
plagiarism, at whatever stage of a student’s studies, whether before or after graduation, will be investigated and dealt with appropriately by the University.

31.5 The University reserves the right to use plagiarism detection systems, which may be externally based, in the interests of improving academic standards when assessing student work.

If you are still unsure or unclear about what plagiarism is or need advice on how to avoid it,

**SEEK HELP NOW!**

You can contact any one of the following for assistance:

- Lecturer
- Course Leader
- Dissertation Supervisor
- Adviser of Studies
- Student Learning Service

15 [http://www.gla.ac.uk/services/sls/plagiarism/whatisplagiarism/](http://www.gla.ac.uk/services/sls/plagiarism/whatisplagiarism/)
## APPENDIX B – CONDITIONS OF USE

### Conditions of Use

**Computing Science Labs, Boyd Orr Building**

<table>
<thead>
<tr>
<th>Prohibited</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Equipment for Commercial Purposes</td>
<td>Game Playing</td>
</tr>
<tr>
<td>Food and Drink in labs</td>
<td>Mobile Phones with Activated Ring Tone</td>
</tr>
<tr>
<td>Accessing Offensive Material</td>
<td>Unapproved Installation of Software</td>
</tr>
<tr>
<td>Copying Software without Approval</td>
<td>Tampering with Equipment</td>
</tr>
<tr>
<td>Use of Unapproved Software</td>
<td>Use another year’s lab</td>
</tr>
<tr>
<td>Sharing your password</td>
<td>Storing Excessive amounts of non-teaching material</td>
</tr>
<tr>
<td>Printing of non-CS Subject material</td>
<td>Listening to music during lab sessions</td>
</tr>
<tr>
<td>Lock the machine for more than 10 minutes while you are away</td>
<td></td>
</tr>
</tbody>
</table>
Data must not be stored or manipulated in contravention of the Data Protection Act. For example, if you store other people’s personal data (perhaps from evaluations of your project or coursework) you must anonymise it.

<table>
<thead>
<tr>
<th>Permitted</th>
<th></th>
<th>Discouraged</th>
</tr>
</thead>
<tbody>
<tr>
<td>USB</td>
<td><img src="https://example.com/smiley.png" alt="Smiley" /></td>
<td><img src="https://example.com/discouraged.png" alt="Discouraged" /></td>
</tr>
<tr>
<td>Connect Memory Stick</td>
<td><img src="https://example.com/smiley.png" alt="Smiley" /></td>
<td><img src="https://example.com/discouraged.png" alt="Discouraged" /></td>
</tr>
<tr>
<td>Printing CS lecture notes and coursework</td>
<td><img src="https://example.com/smiley.png" alt="Smiley" /></td>
<td><img src="https://example.com/discouraged.png" alt="Discouraged" /></td>
</tr>
<tr>
<td>Storing your address book</td>
<td><img src="https://example.com/smiley.png" alt="Smiley" /></td>
<td><img src="https://example.com/discouraged.png" alt="Discouraged" /></td>
</tr>
<tr>
<td>Email (Note that the privacy of your email is not guaranteed)</td>
<td><img src="https://example.com/smiley.png" alt="Smiley" /></td>
<td><img src="https://example.com/discouraged.png" alt="Discouraged" /></td>
</tr>
<tr>
<td>Connect your personal devices (e.g. laptops, phones etc.) to the university wireless network</td>
<td><img src="https://example.com/smiley.png" alt="Smiley" /></td>
<td><img src="https://example.com/discouraged.png" alt="Discouraged" /></td>
</tr>
<tr>
<td>Listening to music outside lab times with earphones</td>
<td><img src="https://example.com/smiley.png" alt="Smiley" /></td>
<td><img src="https://example.com/discouraged.png" alt="Discouraged" /></td>
</tr>
<tr>
<td>Excessive Web Browsing</td>
<td><img src="https://example.com/smiley.png" alt="Smiley" /></td>
<td><img src="https://example.com/discouraged.png" alt="Discouraged" /></td>
</tr>
</tbody>
</table>

<p>| Only with permission.          | Send emails to mailing lists (e.g. <a href="mailto:yearname-students@dcs.gla.ac.uk">yearname-students@dcs.gla.ac.uk</a>) |
| Contact Year Head             | <img src="https://example.com/permission.png" alt="Only with permission" /> |</p>
<table>
<thead>
<tr>
<th>Always</th>
<th>Abide by University Email Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.gla.ac.uk/services/it/regulationscommitteesandpolicies/">http://www.gla.ac.uk/services/it/regulationscommitteesandpolicies/</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.gla.ac.uk/services/it/regulationscommitteesandpolicies/email/guidanceontheuseofemail/">http://www.gla.ac.uk/services/it/regulationscommitteesandpolicies/email/guidanceontheuseofemail/</a></td>
</tr>
<tr>
<td>Always</td>
<td>Follow Instructions given by staff members</td>
</tr>
</tbody>
</table>

The privacy of files in your filestore is **not guaranteed**. Support staff may, in the course of their duties, be required to explore and read files in your file store.

I have read and understood these conditions of use

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature</td>
<td></td>
</tr>
</tbody>
</table>
The University Assessment Code subdivides grade A into 5 bands. Grades B-F are sub-divided into three bands, and grade G into two bands. For each band, there is a corresponding “aggregation-score” (in the range 1-22), which will be used for aggregation purposes and the award of classifications. The fourth row of the table below shows an example of a Computing Science mapping of percentages to each Band/Grade – this may differ from School to School.

The Descriptors associated with Honours classifications in the University Assessment Code are:

<table>
<thead>
<tr>
<th>Primary verbal descriptors for attainment of Intended Learning Outcomes</th>
<th>Primary Honours classification</th>
<th>Aggregation scores (aggregated over course bands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures</td>
<td>First</td>
<td>22</td>
</tr>
<tr>
<td>Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding</td>
<td>Upper Second</td>
<td>17</td>
</tr>
<tr>
<td>Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding</td>
<td>Lower Second</td>
<td>14</td>
</tr>
<tr>
<td>Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure</td>
<td>Third</td>
<td>11</td>
</tr>
<tr>
<td>Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations</td>
<td>Weak</td>
<td>8</td>
</tr>
<tr>
<td>Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions</td>
<td>Poor</td>
<td>5</td>
</tr>
<tr>
<td>Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation</td>
<td>Very Poor</td>
<td>2</td>
</tr>
<tr>
<td>No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
During 2012-13 the following additional information was added to the Guide to the Code of Assessment for 2013-14:

a. **penalties for the late submission of coursework**

Chapter 2 of the Guide to the Code

Section 2.2, page 3:

Sub-components of coursework are subject to penalties for late submission in the same manner as full coursework components – essentially a two secondary band deduction per day with a cut-off at five days after which the submission will receive a grade H. In cases where sub-components are marked in percentages, an equivalent reduction of 10% per day should be applied, with a cut-off at five days following which the grade awarded will be zero.

b. **good cause: claims of manifest prejudice where the student has achieved the course threshold grade**

Chapter 5

Section 5.2, page 3:

Judgement on whether there has been manifest prejudice to a student’s assessment performance should always be made, irrespective of whether the student has achieved the threshold grade (or higher) for the course in question (D3 for undergraduate programmes, C3 for PGT programmes). Judgement should be made taking into account the student’s overall profile and the requirements of the programme.

c. **submissions that are so late that they are treated as non-submissions**

Submissions of coursework later than five days receive a grade H. Academic Standards Committee has considered the question of when an overdue submission becomes a non-submission. This is an important issue as non-submission of assessments affects the fulfilment of the requirements for course credit. Academic Standards Committee has agreed that the default position should be that assessments will be counted as non-submissions if they have not been handed in by the time assessment feedback is presented to the rest of the cohort. However, course teams may make alternative arrangements and set non-submission deadlines differently. In such cases the alternative position should be stated in the course documentation to ensure that students are fully aware of the consequences of delaying submission, and non-submission of work. (The Guide to the Code of Assessment will be amended to reflect this position from the start of the 2013-14 session.)
APPENDIX D – IMPORTANT INFORMATION REGARDING EXAMINATIONS AND OTHER ASSESSMENTS (ALL STUDENTS)

REMINDER ABOUT PROHIBITED MATERIALS IN EXAMINATIONS

Section 17 of the Fees and General Information in the University Calendar covers regulations on student conduct (www.gla.ac.uk/media/media_286035_en.pdf#page=22&view=fitH,555) in written examinations, and you should pay particular attention to points 3, 4, 5, and 6 on pages 21 and 22:

Please remember to avoid taking any prohibited materials into your examinations. Before you enter the examination room you must CHECK YOUR POSSESSIONS to ensure you have no revision notes in pockets or inside permitted material such as dictionaries. Only language dictionaries are permitted – NOT subject-related dictionaries. Bringing prohibited material into an examination room by mistake is not acceptable and penalties will be imposed irrespective of whether the material has been used during the examination.

Where an invigilator reports to the Senate that a student has been found with prohibited material, the student concerned is interviewed by the Senate Assessors for Student Conduct (under the provisions of the University’s Code of Student Conduct). The Senate Assessors can impose a range of penalties and these can have very severe consequences for the student involved - for example, a common penalty is to award Grade H for the examination in question, with no opportunity to resit. In some cases, this can have the effect of preventing students from completing their degree, or from graduating.

DO NOT PUT YOUR DEGREE AT RISK

1) Your responsibilities if you believe that illness or other circumstances have affected your academic performance in any assessment (including an examination)

It is YOUR responsibility to bring any factors that may have affected your academic performance to the attention of the University and you must do this as soon as possible.

The Code of Assessment which is published in Section 16 of the Fees and General Information section of the University Calendar www.gla.ac.uk/media/media_286035_en.pdf#page=7&view=fitH,610 covers incomplete assessment and good cause (paragraphs 16.45 – 16.53). ‘Good Cause’ means illness or other adverse personal circumstances affecting you and resulting in you missing an examination, or failing to submit coursework on time, or your performance in the assessment being clearly prejudiced. [Chronic illness is not covered unless there has been a short term worsening of the condition which specifically affects an assessment. If you have a long term chronic medical or mental health condition you are encouraged to register with the Disability Service if you haven’t already done so. Further information is available at www.gla.ac.uk/services/disability/.

If it is accepted that your assessment was affected by good cause, the work in question will be set aside and you will (as far as is practicable) be given another opportunity to take the assessment with the affected attempt discounted. Please note that Boards of Examiners are not permitted to award marks on the basis of undemonstrated performance and therefore your grade(s) will not be increased because your performance was impaired by medical or other personal circumstances.
Time Limit

You **MUST** notify the University no later than one week (i.e. within 7 days) after the date of the examination or the due date for submission of the assessment affected. The information you provide will be treated confidentially.

Please do not shy away from divulging important information. It will be treated sensitively. Without your information the Board of Examiners will not be able to take the matter into account. Furthermore, you will not be able to appeal against your assessment result on the grounds of adverse medical or personal circumstances unless you can provide a good reason why this information could not be presented in time.

How to Notify

An absence notification and supporting evidence must be completed following the guidelines in the University’s Student Absence Policy see: [www.gla.ac.uk/services/senateoffice/policies/studentsupport/absencepolicy/](http://www.gla.ac.uk/services/senateoffice/policies/studentsupport/absencepolicy/)

If you were present for the examination, or submitted the assessment, but believe that illness or other personal circumstances affected your performance this must be reported, with appropriate evidence, to the Head of the School which runs the assessment.

Evidence of Good Cause

This must be in the form of a report that describes the medical condition or other adverse personal circumstances. The report should include a supporting statement from an ‘appropriate person’ as defined in the University’s Student Absence Policy. (In the event of a short-term worsening of a long-term condition, it is possible for your Disability Advisor to provide such a supporting statement if you have actually consulted the Disability Service during the period when the difficulties were occurring.)
APPENDIX E: SITTING EXAMS AT THE UNIVERSITY OF GLASGOW

Exam candidates (particularly those who are sitting University of Glasgow exams for the first time) should familiarise themselves with the following instructions – this will ensure that time is not wasted with administrative arrangements once the exam has started.

Ensure that you have recorded the correct date / time / venue for your exam and make sure that you know where the venue is located (see the Campus Map at http://www.gla.ac.uk/media/media_1887_en.pdf if necessary). Aim to arrive at the exam hall around 15 minutes before the exam starts. Wait outside the hall until you are called in by the janitor. Your exam may be one of several different ones in the same hall – if so, make sure you know which desk row(s) are set aside for your exam. This information is displayed on a noticeboard outside the exam hall.

When you are called in to the exam room, leave any bags at the front of the exam hall. Ensure that any mobile phones are switched off, and remember to keep your student card (and dictionary, if applicable) with you. Calculators are not normally permitted in any Computing Science exam, so you should ensure that your calculator is left in your bag if you brought one to the exam.

Sit at any free desk in one of the row(s) set aside for your exam. There will still be a few minutes before the exam begins, so during this time you should firstly check that you are sitting in the correct place. Look at the front cover of the exam paper to double-check this, but do not open the exam paper until the invigilator has signalled that the exam has started.

At this time you should also fill in your details on the candidate attendance form (see below) and on the front cover of your script book. Complete the details in Sections 1-6 of the script book cover (see below). Note that the subject is “Computing Science” and the level is MSci, BSc etc. The paper title is the name of the course to which the examination relates, such as “Computing Science 1P”, or “Algorithms and Data Structures 2”, or “Database Systems 3”, etc. Next complete the right-hand side panel of the script book cover (see below) – note that “Surname” means family name, and “Forenames” mean given names. Finally, peel off the adhesive strip and fold over the front cover where the dotted line is shown. Your script book cover should now resemble that shown below (the perforations should not be undone by the candidate). Take care to read the instructions on the cover of the script book.

Place your completed candidate attendance form and your student card to one side of your desk. The former will be collected and the latter will be inspected once the exam begins, and if they are clearly visible to the invigilator, this will reduce disruption for you. Also you should expect your dictionary (should you have brought one) to be inspected by the invigilator when the exam is under way. Once you have completed these tasks, wait for the invigilator’s signal that the exam has started. You may then open the paper and start. During the exam, if you require an extra script book, raise your hand to attract the invigilator’s attention and he/she will bring one to you.

Towards the end of the exam, make sure that you have filled in the question numbers (in the order answered) and the number of script books used in the table at the bottom-right of your script book (as shown below). The invigilator will signal the end of the exam – at this point you should stop writing and remain seated. You should not talk to the people around you until the signal is given to leave. The invigilator will then collect the script books and once he/she is satisfied that all script books are present and correct, the signal will be given that you can leave the exam room. Try to leave as quietly as possible, as some people doing other exams may still be working. Take care to ensure that you have not left any personal belongings in the exam room, and especially, remember to take your student card with you.
Examination Candidate’s Attendance Form

Subject: Computing  Science
Title of Exam Paper: Programming
Date: 29 Apr 2008  Time: 9.30 - 11.30
Desk No.: 38  Signature: AN Other
Family Name: Other
Given Names: Anthony Neil

To the Invigilator: This completed form should be collected from the candidate in the course of the examination. All attendance forms, together with any lists of candidates provided by the Registry, must be lodged with the Head of Department before the scripts are distributed for marking.

Invigilator’s comments:

To the Head of Department: This form, together with any lists of candidates, must be held in secure conditions until all scripts have been marked. It should then be retained for six months before disposal.
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<tr>
<td><strong>1:</strong> The examination script cover</td>
<td><strong>2:</strong> Fill in your name on the front of the script, and down the side panel. Tear the plastic off the vertical adhesive strip and fold over.</td>
<td><strong>3:</strong> The script should look like this once you have folded over the side panel</td>
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APPENDIX F – EXAM PROCESS & PROCEDURES

This document explains how we arrive at the final marks for Computing Science courses; in particular, how a percentage mark on an exam paper is returned as a point on the University’s 22 point scale (corresponding to A1 to H grades).

The School and the University takes these procedures extremely seriously. The School has four external examiners (Two in Undergraduate, one each for Masters and Masters in IT), who are appointed by the Senate Office and report directly to the Senate Office. They provide external scrutiny of our policies and procedures, and are directly involved in the maintenance of our academic standards.

Our procedures are governed by the University’s Code of Assessment, which is available at: http://www.gla.ac.uk/services/senateoffice/policies/assessment/codeofassessment/guide/

PRE-EXAM

Exam papers are set by the course lecturer, checked by another lecturer, and when the two are in agreement, sent to the appropriate external examiner for comment/corrections etc. At this stage questions such as the standard of the paper (which the lecturers endeavour to maintain from year to year) are raised as well as error-checking in both the exam paper and marking scheme.

POST-EXAM

The following procedures occur after the exam paper is taken:

- The paper is marked, using the previously agreed marking scheme. The academic draws a red line down the right hand side of the script as everything is marked, to show that it has been assessed.
- After the scripts are marked, another person will visually scan each script to ensure that all work has been marked, so that nothing is missed. This person will then draw a green line down the right hand side of the script and will also check that the marks have been tallied correctly and transferred accurately to the outside of the booklet.
- The marks are entered into School databases, and double-checked for errors.
- A Spreadsheet is produced for each exam, with the School’s standard Grade Boundaries applied.
- Scatterplots are also produced that show how each course compares to all other courses, in terms of overall performance, and shows how the bands compare to a particular student’s average performance across all their courses.

The basic question that is addressed at the exam boards is: are the grade distributions appropriate? Such academic judgements will take into account a variety of factors. For example, extenuating circumstances may have to be addressed – a mistake in the exam paper may have occurred, or a fire drill may have disrupted the exam.

While the School endeavours to maintain grade boundaries from year-to-year, such circumstances do occur, and the procedures in place are to ensure they are correctly taken into account. These boundaries are discussed between the lecturers involved in the particular year (e.g. all Computing Science Level 4 lecturers), and a recommendation is made for each course. This is informed by the historical data, e.g. grade boundaries from previous years. This collective setting of standards enables the performance of the cohort as a whole to be assessed, with this being fed into the discussions.
Our recommendations for the grade point boundaries (on the 22 point scale) are presented to the appropriate external examiner. Individual exam scripts are made available to the external. This is an important point – this is not just a numerical exercise – exam scripts are examined by the external examiner to ensure that the decisions are based on academic grounds.

Projects (with marks also returned directly on the 22 point scale) are also discussed at this stage.

The final decisions are taken by the full Exam Board, which is attended by the appropriate lecturers, the Year Heads, the Head of School, the Convenor of Teaching and Learning and the external examiners. The Exam Board ratifies the marks and takes into account individual extenuating circumstances. Marks from individual courses – each on the 22 point scale – are combined to arrive at a final grade, in accordance with the University’s published procedures. In the case of joint degree programmes, a representative of the other part of the programme attends the Exam Board (or visa-versa) and results for the two components are combined, again in accordance with the University’s rules.

The final marks are uploaded directly to MyCampus by the Teaching Administration staff in the School.

I would be happy to explain these procedures further, if required: comments and questions should be sent to: Quitin.Cutts@glasgow.ac.uk