Welcome to the Department of Computer Science. This handbook is for Stage 1 and 2 undergraduates in the Department of Computer Science, and aims to give you the essential information you will need during your studies. Stage 3 and 4 undergraduates following the old (pre-remodularisation) scheme should consult the relevant separate handbook, which is available online only.

There is also an online version of this handbook, which can be found at http://www.cs.york.ac.uk/hdbk/. The online version contains any updates made throughout the year.
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Appendix B Student Guide to the University’s Rules for Progression and Award in Undergraduate Programmes B-1
1. Some Important Definitions and Dates

1.1. The University Year

The University year is divided into three terms: autumn, spring and summer (in that order). A term has 10 weeks. Term normally begins on a Monday and ends on a Friday.

Undergraduates are required to attend the University for the whole of each term, from the first day of week 1 to Friday of week 10, with the exceptions noted in section 2.3. Examinations normally take place during Week 1 of the spring term and Weeks 5–7 of the summer term (see section 15.1.2 for details).

The notation “Term/Week/Day” is used in this handbook with the obvious meaning; so, the spring term (for example) begins on Spr/1/Mon and ends on Spr/10/Fri.

1.1.1 Dates of terms and degree congregations

Term dates may be found at: [http://www.york.ac.uk/about/term-dates/](http://www.york.ac.uk/about/term-dates/)

Information about degree congregation (graduation) dates is available at: [http://www.york.ac.uk/students/studying/graduation/day/ceremonies/](http://www.york.ac.uk/students/studying/graduation/day/ceremonies/)

1.1.2 Calendar: 2011/12 academic year

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 10 October – Friday 14 October</td>
<td>Welcome Week: induction activities</td>
</tr>
<tr>
<td>Monday 10 October</td>
<td>Reception for new students</td>
</tr>
<tr>
<td>Monday 17 October</td>
<td>Autumn Term teaching begins</td>
</tr>
<tr>
<td>Friday 21 October</td>
<td>Deadline for changing Autumn Term module choices</td>
</tr>
<tr>
<td>Friday 16 December</td>
<td>Autumn Term ends</td>
</tr>
<tr>
<td>Saturday 17 December – Sunday 8 January</td>
<td>Christmas Vacation</td>
</tr>
<tr>
<td>Monday 9 January – Saturday 14 January</td>
<td>Part A Closed Examinations</td>
</tr>
<tr>
<td>Monday 9 January</td>
<td>Spring Term begins</td>
</tr>
<tr>
<td>Friday 20 January</td>
<td>Deadline for changing Spring Term module choices</td>
</tr>
<tr>
<td>Friday 20 January – Saturday 21 January</td>
<td>Graduation Ceremonies</td>
</tr>
<tr>
<td>Friday 16 March</td>
<td>Spring Term ends</td>
</tr>
<tr>
<td>Saturday 17 March – Sunday 22 April</td>
<td>Easter Vacation</td>
</tr>
<tr>
<td>Monday 23 April</td>
<td>Summer Term begins</td>
</tr>
<tr>
<td>Monday 21 May – Saturday 9 June</td>
<td>Part B Closed Examinations</td>
</tr>
<tr>
<td>Monday 18 June</td>
<td>2012/13 academic year timetable published</td>
</tr>
<tr>
<td>Thursday 28 June</td>
<td>External Examiners’ Meeting; undergraduate results available</td>
</tr>
<tr>
<td>Friday 29 June</td>
<td>Summer Term ends</td>
</tr>
<tr>
<td>Wednesday 11 July – Friday 13 July</td>
<td>Graduation Ceremonies</td>
</tr>
<tr>
<td>Monday 13 August – Friday 17 August</td>
<td>Resit Examinations</td>
</tr>
</tbody>
</table>
## 1.2. Programmes, Stages, Modules, Parts, Credits and Marks

<table>
<thead>
<tr>
<th>Programme</th>
<th>Credits per annum</th>
<th>Credits per programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEng, MMath</td>
<td>120</td>
<td>480</td>
</tr>
<tr>
<td>BA, BSc, BEng</td>
<td>120</td>
<td>360</td>
</tr>
<tr>
<td>MSc</td>
<td>–</td>
<td>180</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>–</td>
<td>240</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>–</td>
<td>120</td>
</tr>
</tbody>
</table>

A credit is explicitly not a measure of the number of “marks” it is possible to gain by completing perfectly all assessments associated with the module. Details of the marks allocated to each module are given in the module description pages online.
2. **General Information**

2.1. **Supervision**

All students of the University have a member of the teaching staff allocated to them as their supervisor (see Section 6.1). Students of a programme owned by the single subject board will have a member of the Department of Computer Science as supervisor; students of a programme owned by a combined board will have a supervisor from one of the two associated departments and an advisor in the other.

Supervisions are pastoral meetings between a supervisee and their supervisor. They exist to help you monitor your progress, set goals for your studies and discuss problems, both academic and pastoral. Students supervised in the Department of Computer Science have three compulsory supervisions per term: in Week 1, in one of Weeks 5 or 6 and in Week 10 (students in other departments may have other regimes).

Your supervisor is the person to whom you should go at any time if you encounter academic or pastoral problems. However, in some circumstances, you may wish to approach someone other than your supervisor. In particular, you may consult the Chair of the Board of Studies, the Deputy Head of Department (Teaching), or, in relation to specific examination issues, the Chair of the Board of Examiners. If you wish to change supervisor, please speak to the Chair of the Board of Studies.

When a student takes an Independent Study Module (ISM) their supervisor may change.

- If a student has a Computer Science supervisor and the ISM sponsor is eligible to be a Computer Science pastoral supervisor, then the ISM sponsor becomes the new pastoral supervisor.
- If either the pastoral supervisor or the ISM sponsor is eligible to be a CS supervisor, but not both, the pastoral supervisor does not change.
- All other cases are external to Computer Science and follow the rules of other Departments concerned.

Periodically, members of staff are away from the University on sabbatical or other leave. Students will be allocated a temporary supervisor who will act as their supervisor for all official purposes for the period during which their supervisor will be away.

2.2. **Communications**

2.2.1 *From students to staff*

All staff can be reached by email, and this is usually the best means of communication: contact information can be found at [http://www.cs.york.ac.uk/people/](http://www.cs.york.ac.uk/people/) or in Section 6.1 of this handbook. If you wish to leave a message (other than by email) for your supervisor or any other member of staff, please speak to the staff at Reception.

2.2.2 *From staff to students*

**Communication with individuals**

If the Department wishes to communicate with you as an individual, it will use one or more of the following means (most used first):

- Email to your Departmental account, <username@student.cs.york.ac.uk>. **You should check this account at least once each working day.**
[The University will send email to your University email account. You may choose to forward email arriving at your University account to your Departmental account: see the IT Services Web pages at https://www.york.ac.uk/it-services/facilities/account/email]

• Post ('snail mail') to the Departmental student pigeonholes. You should check your pigeonhole at least once each working day.
• Formal communications will usually be sent to your term time address with a copy to your home address, as recorded in e:Vision. (see e:Vision section below)
• Time-sensitive messages (e.g. lecture cancellations the same day) may be sent to you by SMS (text message) if you have a mobile telephone number listed on e:Vision.
• In an emergency, we may telephone you using one or more of the numbers recorded in e:Vision.

Communication with groups
If the Department wishes to communicate with you as part of a group of students (for example, all students on a particular module, or all students in a cohort, all tutees of a supervisor) we will use one or more of the following means, as appropriate:

1. Email to your Departmental account.
2. Notices on module web pages (http://www.module.cs.york.ac.uk/).
5. Notices on the appropriate notice board.

You should consult these regularly.

e:Vision
The information stored on your e:Vision account is the University and the Department’s primary source of information should we need to write to contact you. You must keep this up to date, and make changes to your record as soon as they happen. See https://evision.york.ac.uk/

2.2.3 External email accounts
You may arrange to have email forwarded from your Departmental account to an external account. If you choose to do this, the Department can accept no responsibility for messages that go astray after they have left our systems. Non-arrival of an email that has left the Department’s system will not be accepted as a valid excuse.

The Department will not accept an email from an external account as a valid communication as we have no way to verify the sender. Such emails may be removed by spam filters, so the Department cannot guarantee receipt of them.

If you are away from York on an industrial or other placement, you must continue to read your Departmental email regularly from your place of work.

2.2.4 World Wide Web
The following URLs will be useful to you:

<table>
<thead>
<tr>
<th>URL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.york.ac.uk/">http://www.york.ac.uk/</a></td>
<td>The University’s home page</td>
</tr>
<tr>
<td><a href="http://www.cs.york.ac.uk/">http://www.cs.york.ac.uk/</a></td>
<td>The Department’s home page</td>
</tr>
<tr>
<td><a href="http://www.cs.york.ac.uk/hdbk/">http://www.cs.york.ac.uk/hdbk/</a></td>
<td>Online version of this Handbook</td>
</tr>
<tr>
<td><a href="http://www.cs.york.ac.uk/support/">http://www.cs.york.ac.uk/support/</a></td>
<td>Departmental technical support</td>
</tr>
<tr>
<td><a href="http://www.module.cs.york.ac.uk/">http://www.module.cs.york.ac.uk/</a></td>
<td>Course-related teaching material</td>
</tr>
<tr>
<td><a href="http://www-module.cs.york.ac.uk/exam/">http://www-module.cs.york.ac.uk/exam/</a></td>
<td>Past exam papers</td>
</tr>
</tbody>
</table>
2.3. **Attendance and Absence**

2.3.1 **General requirements**

Attendance requirements for all taught students are governed by University Regulation 6.4, ‘Residence Requirements and Attendance’, [http://www.york.ac.uk/about/organisation/governance/corporate-publications/ordinances-and-regulations/regulation-6/#6.4](http://www.york.ac.uk/about/organisation/governance/corporate-publications/ordinances-and-regulations/regulation-6/#6.4)

In addition, the various departmental programmes require particular lengths of residence:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Residence requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEng, BSc</td>
<td>9 terms</td>
</tr>
<tr>
<td>MEng, MMath</td>
<td>12 terms</td>
</tr>
</tbody>
</table>

University regulation 6.4 requires that all taught programme students reside within 30 miles of the University during term time. If you have a particular need to live further away, you must request permission by writing to the Chair of the Board of Studies stating your reason(s).

2.3.2 **Attendance at teaching sessions**

Attendance at all teaching sessions, except lectures, is compulsory, unless you are informed otherwise. Attendance at lectures is optional, unless you are informed otherwise. ISM supervisions count as compulsory teaching sessions.

Unauthorised absence from a compulsory session will attract a caution; repeated unauthorised absence will attract a formal warning (see Section 2.4). ‘Repeated absence’ is defined differently for different cohorts:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Normal trigger for a formal warning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 &amp; 2 undergraduates</td>
<td>3 cautions in 3 separate weeks of one term</td>
</tr>
<tr>
<td>Stage 3 &amp; 4 undergraduates</td>
<td>either 3 cautions in one module or 5 cautions in one term</td>
</tr>
</tbody>
</table>

**Notes**

1. Important material is often distributed at lectures: it is your responsibility to make sure that you do not miss it.
2. A compulsory session may only be missed for a good reason, and with the permission of the deliverer of that session. In the case of an emergency or illness, permission may be gained retrospectively; such permission should be sought as soon as possible. Evidence should be provided, where appropriate. For illness a medical note or a self-certification certificate (see Section 2.7) is usually adequate.
3. For sessions where attendance is monitored by a register it is your individual responsibility to ensure that your attendance is monitored. You should never sign in for others, nor ask others to sign in for you.¹ Once signed in you should not leave before the end without notifying staff of your absence.
4. A final project (Independent Study Module) is a module. Project supervisions are part of this module.

¹ In the event of an emergency during a practical (for a fire alarm or whatever), the sign-in sheet can be used to determine whether students are still in the building. Fire fighters or others might put themselves at risk trying to rescue a “signed-in” student who is not actually at the practical.
5. The Department attempts not to teach on Bank Holidays; however, we reserve the right to run a session on a Bank Holiday when necessary, and will inform you if a session is not cancelled.

Justification of compulsion
The Department imposes compulsory sessions to partly discharge the duty of care towards students. We use absence from compulsory sessions as one mechanism to keep track of students who may be in trouble: experience tells us that if a student is in difficulties, whether academically, socially or whatever, one of the first signs is that they miss teaching sessions.

2.3.3 Absence from your studies

General
Student absence from studies is governed by University Regulations 6.4 and 6.6
(http://www.york.ac.uk/about/organisation/governance/corporate-publications/ordinances-and-regulations/regulation-6/)

If you wish to be absent from your studies for any reason you must have permission. Permission is granted as follows:

<table>
<thead>
<tr>
<th>Length of absence</th>
<th>Granter of permission</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 3 days in one term</td>
<td>your supervisor</td>
</tr>
<tr>
<td>4–28 days within one term</td>
<td>Chair of the Board of Studies</td>
</tr>
<tr>
<td>over 28 days or</td>
<td>Undergraduate Special Cases Committee</td>
</tr>
<tr>
<td>an absence not within one term</td>
<td></td>
</tr>
</tbody>
</table>

Notes
1. You should always discuss a potential absence with your supervisor.
2. Permission must be sought in writing, with documentary evidence, where appropriate.
3. Requests to the Special Cases Committee (see http://www.york.ac.uk/students/support/academic/undergraduates/absence/) must be supported by the Department, in the person of the Chair of the Board of Studies.
4. The Department does not give permission for absence for social reasons or for holidays. However, absence would not normally be refused for final year students between their last examination or assessment, and Monday week 10. Application for this absence must still be made to the Chair of the Board of Studies. Non–finalists must be present in week 10 to meet their supervisor and discuss any problems arising from poor assessment results.

2.3.4 Attendance in weeks 8–10 of the summer term

The Department arranges extension activities during Sum/8--9. These take various forms, and usually include talks by industrial speakers. The extension activities are not compulsory, but they are for your benefit.

Formal decisions on undergraduate assessment, including progression and final award, are taken in Sum/10 (the day varies according to the availability of the external examiners but is likely to be Thursday). Students should arrange a meeting with their supervisor to discuss the implications of these results. Students with a Computer Science supervisor should also complete a Computer Science end–of–term form.

2.4. Cautions, Formal Warnings and Deregistration

This section describes the Department’s disciplinary process, which feeds into the University’s disciplinary process.
2.4.1 Cautions

Cautions are issued for minor misdemeanours, such as missing a compulsory teaching session (see Section 2.3.2). They are usually issued by email to your University account. If you believe that a caution was issued in error (for example, you may have missed a practical session through illness — see Section 2.3.2) you should contact your supervisor; you may be asked to provide evidence (such as self-certification or a medical note). If you cannot contact your supervisor you should contact the member of staff who asked for the caution to be issued.

2.4.2 Formal warnings

Formal warnings are issued for more serious misdemeanours, and are the first step in the University disciplinary process. You must acknowledge receipt of a formal warning by a signed letter (not email). Common reasons for issuing formal warnings include repeated non-attendance (see Section 2.3.2) and academic misconduct in relation to an examination. Formal warnings may be cancelled, but this is usually only the case in exceptional circumstances.

2.4.3 Deregistration

For very serious offences the Department will recommend to the University that it deregisters you. Example of offences in this category include
- a third formal warning,
- a second case of academic misconduct in relation to an examination, and
- failure to respond to a formal warning.

If we decide to apply for deregistration for you we will write to you stating our intention to do so. Within a fortnight of announcing our intention we send a case to the Special Cases Committee, who will pursue the matter further.

If you receive such a letter you are strongly advised to discuss it with your supervisor. You may also wish to discuss it with a YUSU* representative.

Further details are given in University regulation 6:
http://www.york.ac.uk/about/organisation/governance/corporate-publications/ordinances-and-regulations/regulation-6/

2.5. Protection of Personal Information

The Department often gets requests for information about students from concerned parties (such as parents). The 1998 Data Protection Act places a responsibility upon the University to keep information about its adult members private. There are very few situations where we are allowed to respond to any request for information about an individual without the explicit, written consent of the individual concerned, unless that information is already in the public domain.

If you wish to allow us to discuss your personal affairs with others, you should write to us, telling us so. You may limit the range of whom we may disclose information to (for example, 'my parents', 'only medical staff dealing with my care'), the information we may disclose (for example, 'anything except my term-time address') and the time for which we may do this (for example, 'until I return from industrial placement'). The letter will be placed on your departmental file. Should you later change your mind, you must write to inform us of the fact. The University's policy is described at:

http://www.york.ac.uk/recordsmanagement/dpa/dppolicy2002.htm

In particular, see Section 2.3 of that document:

http://www.york.ac.uk/recordsmanagement/dpa/dppolicy2002.htm#Disclosing%20Personal%20Data

See also Section 3.5 of this handbook.

* University of York Students’ Union
2.6. **Student Support and Welfare**

If you are experiencing difficulty with your work, if you feel that unreasonable demands are being made of you, if you find that there are clashes between coursework deadlines, or if you are being hindered by medical, domestic, personal or other problems, you should consult your supervisor (or another member of staff) as soon as possible.

If you cannot find your supervisor, or you would prefer to talk to another member of staff, you may do so. In particular, you might want to talk to the Chair or Secretary of the Board of Studies (Section 7.1) or the Head (or Deputy Head) of Department (Section 6.2). The staff at Reception may be able to contact the member of staff you are seeking.

If you experience problems that interfere with assessment, you may ask for this to be taken into consideration by the Board of Studies in assessing your work, by completing a Mitigating Circumstances form (see Section 15.5) and providing suitable evidence. Forms are available at the Departmental Reception desk.

**2.6.1 Student support and welfare services**

The University has a number of services dedicated to student welfare (see [http://www.york.ac.uk/student-support-services/handbook/](http://www.york.ac.uk/student-support-services/handbook/)). These include:

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Welfare Team</td>
<td>This includes the Provost and a College Dean with special responsibility for student welfare. See <a href="http://www.york.ac.uk/colleges/">http://www.york.ac.uk/colleges/</a> Every student is a member of a college. Students may approach their college welfare team for help and advice whether or not they are resident in the college at the time.</td>
</tr>
<tr>
<td>Central support services</td>
<td>A full list is given at <a href="http://www.york.ac.uk/student-support-services/handbook/central/">http://www.york.ac.uk/student-support-services/handbook/central/</a></td>
</tr>
<tr>
<td>Open Door Team</td>
<td>The first point of contact for students experiencing emotional, psychological or mental health difficulties. <a href="http://www.york.ac.uk/opendoor">http://www.york.ac.uk/opendoor</a></td>
</tr>
<tr>
<td>The Students' Union (YUSU)</td>
<td><a href="http://yusu.org">http://yusu.org</a></td>
</tr>
<tr>
<td>The Health Centre</td>
<td><a href="http://www.drpriceandpartners.co.uk/student-health.html">http://www.drpriceandpartners.co.uk/student-health.html</a></td>
</tr>
<tr>
<td>The Chaplaincy</td>
<td><a href="http://www.york.ac.uk/univ/chap/">http://www.york.ac.uk/univ/chap/</a> Has contacts for many religions and faiths.</td>
</tr>
<tr>
<td>International Student Support</td>
<td><a href="http://www.york.ac.uk/student-support-services/handbook/international/">http://www.york.ac.uk/student-support-services/handbook/international/</a></td>
</tr>
<tr>
<td>Student Financial Support Unit</td>
<td><a href="http://www.york.ac.uk/studentmoney/">http://www.york.ac.uk/studentmoney/</a></td>
</tr>
<tr>
<td>Disability Support</td>
<td><a href="http://www.york.ac.uk/students/support/disability/">http://www.york.ac.uk/students/support/disability/</a></td>
</tr>
</tbody>
</table>

### 2.6.2 Disabled students

If you have a disability which might affect your studies, you may be entitled to support. Whether or not you have already declared the disability (such as on your UCAS Form) or if it develops or becomes apparent during your time at the University, then it is possible to get appropriate support.

The University Disability Service can offer a great deal of assistance, but in the first instance you should consult the Department’s Disability Advisor (see section 6.2).
2.7. Illness

2.7.1 General

If you are ill or unable to work then it is important that you inform your supervisor as soon as possible. If you are ill in the period leading up to or during assessments, you should complete a Mitigating Circumstances form (see Section 15.5). If you are taken ill during a closed examination, you should tell the invigilator and go straight to the University Health Centre.

2.7.2 Student self-certification for minor/short-term illness

If you are ill for a short time (at most 7 consecutive days, and at most 10 in one academic year) you do not need to provide a medical note; instead you may self-certify your illness. The procedure is described at http://www.york.ac.uk/students/support/health/selfcert/. Note that the certificate must be received by the Student Support Office no later than seven days after the first day of absence. Please note that if your illness causes you to miss a closed examination or open assessment deadline, self-certification alone is not sufficient and you must obtain a doctor’s note; see section 15.1.5 for further information.

Be aware that this is not permission to take 10 days off per year. If you are considered to be misusing this system, it will be dealt with as a disciplinary matter (see Section 2.4).

We expect that you will normally be able to catch up on any academic work missed during a self-certificated period of absence. If this period includes an assessment you should obtain documentary evidence (in the form of a doctor’s note) and complete a mitigating circumstances form: see Section 15.5.

2.8. References for Employment and Further Study

If you require references for applications, your current supervisor will normally act as one referee. Alternatively, or as a second referee, you may name your previous supervisor (if you changed supervisor for your independent study module), the Deputy Head of Department (Teaching), or any other member of staff who knows you well enough to provide a reference.

As a matter of courtesy, you should always seek the permission of the people you would like to write a reference for you, before you name them as a referee. If a supervisor does not reply promptly to requests for a reference, the problem should be brought to the attention of the Head of Department.

2.9. University Accommodation

2.9.1 General

This section describes special arrangements for industrial placement (‘sandwich’) students and MEng students. For all other students, the rules and procedures of the Accommodation Office (http://www.york.ac.uk/accommodation/) apply.

Note that Suspension of Enrolment or leave to be absent from your studies (Section 2.3.3) does not automatically entitle you to a refund of accommodation costs. You should consult the Accommodation Office.

2.9.2 Industrial placement students

The Accommodation Office will contact you (through your University email) while on placement about accommodation for stage 3 of your degree programme. You should contact the Accommodation Office if you have any accommodation-related queries while you are away on your industrial placement year.
2.9.3  **MEng students**

The Accommodation Office treats both third year and fourth year MEng students as finalists. MEng students who accept a place in University accommodation during their third year are not debarred from a place in their fourth year, although their chances of a place in their fourth year will be reduced.

[This is a special dispensation for MEng students; it does not apply to MMath students. The Accommodation Office currently treats third year MMath students as non-finalists and fourth year MMath students as finalists.]

2.10.  **Premature Termination of Studies**

If you are considering leaving the University of York before the completion of your studies you should consult the Student Support Office and your supervisor.

If you do decide to leave, you should fill in the appropriate form from the Student Support Office, which may be found at: [http://www.york.ac.uk/students/support/academic/undergraduates/leaving/](http://www.york.ac.uk/students/support/academic/undergraduates/leaving/)

When completed you should submit a copy to the Department and a copy to the Student Support Office.

2.11.  **Careers and Employability**

The University Careers Service can provide assistance in securing employment after graduation. The staff can provide a wide range of services and have extensive experience. You may drop in for an informal chat, perhaps with the duty Careers Advisor, a Receptionist or an Information Officer, or you can make an appointment for an in-depth consultation. The Department also has a Careers Liaison Officer – see Section 6.2.

The Careers Service is about more than just getting a graduate job. They are here to help you to make the most of your time at York – developing skills, knowledge and experience which will be useful whatever you choose to do after graduation.

Some of the services they offer:

- Skills development courses
- Volunteering in local schools and the community
- Student business support and enterprise activities
- Access to part-time work, internship and graduate job opportunities
- Help with choosing and researching career ideas
- Access to careers information on your department, industry sectors, types of work and study opportunities
- Recognition of your achievements through the York Award
- Online Employability Tutorial to help you get the most out of your time at York and plan for your future
- Interactive Careers Service with online database of jobs and opportunities, events and appointment booking

The Careers Service is located between Campus Central car park and the Berrick Saul Building, near the Market Square shops. Open Monday–Friday 10am–5pm during term time. Their website contains details of the above, as well as online resources: [http://www.york.ac.uk/careers](http://www.york.ac.uk/careers)
The above timelines contain a few suggestions for things you might want to do while at York. However, there is a wide range of opportunities available throughout the year, including events, courses, volunteering, internships, student enterprise and skills development.

It’s up to you what you choose to do while at York, but the Employability Tutorial ([http://vle.york.ac.uk](http://vle.york.ac.uk)) and Careers Service ([http://www.york.ac.uk/careers](http://www.york.ac.uk/careers)) can help you to make the most of your experiences.

Like [The University of York Careers Service](http://www.york.ac.uk/careers) on Facebook for the above links, and latest news.
2.12. Student Representation

Student representatives for various departmental committees (see Section 7 for further details) are elected each year during the autumn term.

The following describes what being a Board of Studies representative involves; it was written by a former student representative, in 2010.

The department strives to involve students in as many aspects of its policy making as possible. From smaller committees like the Departmental Teaching Committee, through to the much larger Board of Studies (of which all teaching staff are members), student representatives are invited to involve themselves and champion the viewpoints of students. They become an important link between staff and the students they represent; not only do they get the chance to genuinely shape the department’s policy and responses to problems, but they will also benefit personally from the insight the role provides of how an academic department operates.

This section briefly describes what the role of a student representative entails, and why every student in the department is encouraged to consider serving.

What does a student representative do? Student representatives are the link between students and the academic staff, so one of your main roles would be to channel information between the two groups. If students are letting you know of a problem, then it is your duty to raise awareness of it by contacting the appropriate staff or speaking in a committee meeting. Problems might range from the easy-to-fix to the serious. For example, a lecturer might not be placing their lecture materials online – a quick reminder by email on behalf of the students could fix this. An example of a more serious problem might involve a module assessment, such as a closed examination question students consider to be unfair – resolving this issue might require you to collate the views of students, and asking the Board of Examiners to investigate.

Information should not only be channelled from students to staff; equally, it would be hoped that you keep your colleagues informed of interesting developments in meetings, of actions you have taken, and actions the department has taken in response to issues. To facilitate this, you would be given partial access to the people database, allowing you to send bulk emails to the students you represent.

As a student representative, you would be expected to take seriously the anonymity of your colleagues. Many students find it embarrassing to email lecturers or complain personally. An important part of the role is acting on behalf of such students, giving them a way of raising their concerns to staff indirectly.

How many student representatives are there? Each undergraduate year group elects a student representative, as well as a single representative for the CS/Maths students. One is elected per taught postgraduate programme, and students engaged in research also have a representative. The full list is available here: http://www.cs.york.ac.uk/bos/bosreps.php

How much time does the role demand? There is a fixed number of meetings throughout the year that you will be invited to attend; usually, a Board of Studies meeting at the beginning and end of each term, an Annual Programme Review (once a year, as the name implies!), and finally a single meeting each term with one of the sub-committees, dependant on your level of study (undergraduate, taught postgraduate, or research). Other committees exist, such as the Safety Committee, but attendance at these is only required if you have a particular issue to raise. The CS/Maths representative may also need to attend meetings in the Department of Mathematics, as well as a combined executive committee specifically for issues related to the CS/Maths combined degrees.

Though the number of hours spent at meetings is quite low, the number of hours you dedicate to student representative work in between them is rather variable. On the one hand, you might complete your service without a single issue occurring – in this case you would have very little to do! On the other hand, the department is run by humans; mistakes do happen, and decisions might be made that students feel are not in their best interests. Students will turn to their student representative to deal with such problems. You
would be expected to summarise their concerns and channel them to the appropriate committee, seeing that they are dealt with properly.

**How are meetings conducted?** The meetings are fairly relaxed affairs. An agenda is distributed to members beforehand, providing a structure to the discussion of topics. Discussions are (usually!) orderly; if you have something to say, simply raise your hand, and the chair of the meeting will make sure you are given an opportunity to speak. You do not need to be any more assertive than this to make your views heard.

**Will I personally benefit from serving as one?** Absolutely! You will finish your service with a valuable insight into how an academic department is run, how meetings are conducted, and how to “make things happen”. The role facilitates the development of transferable skills such as communication and problem solving, and can help to build your confidence.

**This all sounds rather daunting!** Don’t worry – training is provided by both the department and the students’ union, and some representatives are paired with staff representatives (e.g. first, second, and third year staff reps in the Departmental Teaching Committee). You would soon settle into the role. Don’t let confusion over the number of committees and the culture of the department put you off from applying. A desire to represent your colleagues and to help the department improve is all that is needed to succeed.

**How do I become one?** The university’s student union (YUSU) now handle the election of all student representatives (including taught postgraduate and research student reps). Nominations are invited via the union’s website ([http://www.yusu.org](http://www.yusu.org)) early in the Autumn term – check the academic affairs section of their website regularly. Once nominations close, students will be invited to vote for their preferred candidates via an online poll. Shortly after the polls close, the union will announce the results, and the winning candidates will be the student representatives for the remainder of the academic year.

**How do I find out more about being a student representative?** Send an email to the Chair of the Board of Studies (see Section 7.1), who will be more than happy to answer any queries you have. Alternatively, you might like to contact one of the existing (or previous) student representatives, whose contact details you will find on this webpage: [http://www.cs.york.ac.uk/student/committees/bos/members/](http://www.cs.york.ac.uk/student/committees/bos/members/)

2.13. **Departmental Research Seminars**

The Department organises a programme of seminars during each academic term. Seminars are open to all members of the Department, and students of all years are particularly encouraged to attend. In addition, some research groups within the Department organise their own series of seminars. Information on all seminars is available through the web: see [http://www.cs.york.ac.uk/seminars/](http://www.cs.york.ac.uk/seminars/).

2.14. **Recording of Teaching**

Any form of audio or video recording of lectures, seminars or practical sessions is only permitted under the following circumstances:

1. Recording should never happen without the permission all those involved in teaching the session.
2. If a visiting lecturer is speaking, their permission is also needed.
3. Any recording is for your own use only.
4. Recordings should not be distributed or broadcast in any way without written permission.

See also Sections 3.6 – 3.8.
2.15. University Services

2.15.1 University IT Services

Computer Science students will be treated as any other student by IT Services. All students are automatically issued with an IT Services username (identical to your Departmental username) at the start of their first academic year. Certain facilities, (printing in particular) require a down payment to be made in order to open a charge account. Check with IT Services for their latest regulations.

2.15.2 Libraries and bookshops

The Department has a Library and Bookshop Liaison Officer (see Section 6.2). That person is the Department’s representative on the University Library Users’ Committee as well as being the Department’s liaison with the bookshop. See http://www.cs.york.ac.uk/books/

Libraries You have access to two libraries:

The University (J. B. Morrell) library The main source of books and periodicals. See http://www.york.ac.uk/library/

Please note: the University Library is currently undergoing a refurbishment which is due to be completed in 2012. Further information can be found on the refurbishment website: http://www.york.ac.uk/library/libraryrefurbishment/

The Departmental library The source of past projects (http://www.cs.york.ac.uk/library/onlineprojlib/) and doctoral theses (http://www.cs.york.ac.uk/library/onlinereports/) carried out in the Department. See http://www.cs.york.ac.uk/library/

Bookshop There is a branch of Blackwell’s University Bookshop on Heslington West. It is an independent commercial concern, for which the University is not responsible in any way. The Department informs the bookshop which texts it recommends, when, and to how many students, but the bookshop staff decide what to stock.

Suggestions for additions to the stock of either of the libraries or the bookshop should be directed to the Library and Bookshop Liaison Officer.

2.15.3 Registry Services

Registry Services is the central focus within the University for the administrative processes relating to current students. They deal with all matters to do with enrolment, progress, completion, records, official correspondence and welfare. Their office is located on Heslington West in the Student Administration Building, near Market Square, and is open Monday–Friday 9am–5pm. See http://www.york.ac.uk/about/departments/support-and-admin/registry-services/ for further details.

If you require an official University document – for instance, a letter confirming your student status, eligibility for Council Tax exemption or to open a bank account, or an official transcript of your results to date, you should apply to Registry Services; see http://www.york.ac.uk/about/departments/support-and-admin/registry-services/documentrequest/

2.15.4 University-provided training

English Language Support for International Students

The Centre for English Language Teaching (CELT) runs the York English for Academic Purposes Programme to provide English language support for international students. All overseas and EU students enrolled at York are eligible for free English language support; see http://www.york.ac.uk/celt/eap/elp.htm.

Students can choose whether to take courses, attend workshops or sign up for consultations with one of the CELT tutors. Each eligible student can take one free course, or the equivalent in workshops or consultations. For more information, see http://www.york.ac.uk/celt/.
The York Award
The York Award is a personal development programme for students at the University of York. It addresses “key skills” such as communication, numeracy, improving one’s own learning, working with others, information literacy, time management and negotiation. It is supported by several industrial organisations. For further information, see http://www.york.ac.uk/students/work-volunteering-careers/skills/york-award/

Languages for All
The Languages For All (LFA) programme offers you the opportunity to take a course in a foreign language in addition to your main subject of study. Languages in the LFA scheme are offered at various levels so that you can continue the study of a language you already know or start a new one. For further information, see http://www.york.ac.uk/inst/ltc/ifta/
3. **Departmental Regulations**

The Department will treat the breach of any of these regulations, the regulations for use of Departmental computing facilities (see section 5.1), or any of the University’s regulations, as a serious disciplinary matter.

3.1. **Smoking**

The buildings of the Department of Computer Science are classed as public space and, as such, it is illegal to smoke in any part of them. For these purposes, the Department of Computer Science building is defined as the footprint of the building; smoking is therefore prohibited in the entrance area and within the central courtyard surrounding the Pod.

Smoking is also not allowed in other University spaces used for teaching and other related activities.

Students and staff are required to abide by the University’s policy on smoking. Smoking is permitted in outdoor spaces on campus providing that the 2-metre exclusion zone around buildings is observed. Ashtrays are provided outside the building so that smokers can dispose of their cigarettes conveniently.

3.2. **Departmental Branding**

The Departmental letterhead and logo may only be used on official departmental business: it must not be used for incidental personal correspondence or for private dealings with companies or organisations. A supervisor may give a student specific permission to use the Departmental letterhead if they conduct official correspondence, e.g. as part of an individual project.

3.3. **Keycards**

All students of the department are issued with a keycard allowing 24-hour access to the facilities on the ground and second floors of the teaching wing (north) of the Computer Science building. You should not lend your keycard to anyone, including other departmental students. If you lose your card, University Security and the Technical Manager should be informed as soon as possible; a charge of £10 will be made for a replacement card.

3.4. **Photocopying/Scanning of Copyright Material**

Scanning or photocopying material in copyright is restricted under law. In brief, single copies may normally be made of individual articles from journals or of relatively short extracts from books or other written works, provided the copy is intended for your research or private study. Otherwise, permission will need to be obtained from the copyright owner before a photocopy or photocopies can be made. In cases of doubt, consult the Registrar’s Department.

3.5. **Data Protection Act**

The Data Protection Act 1998 came into force on 1 March 2000 and is concerned with

- the right of individuals to gain access to personal information held about them by an organisation or individual within it
- the right to challenge the accuracy of data held.

The terms of the Act relate to data held in any form, including written notes and records as well as electronic data. In accordance with the University Policy on Data Protection, it is the duty of students to ensure that any information provided by them to the University is accurate and kept up-to-date. Any
student who is processing personal data about members of staff or other students, such as a student representative on a University committee or group, or a secretary of a student society, must ensure that they comply with both the University Policy and the requirements of the Act; it should be noted that this also applies to personal data about individuals held on web pages or accessed via them. More information on the Data Protection Act and the University’s Policy, Procedures and Guidelines can be found at:

http://www.york.ac.uk/recordsmanagement/dpa/dppolicy2002.htm

3.6. Computer Misuse Act

The Department takes an extremely serious view of any student who attempts to decrypt the password file on any computer system. Students are reminded that it is a criminal offence (under the Computer Misuse Act 1990) to cause a computer to perform any function with intent to secure access to files when it is known that the access is unauthorized. Possession of programs that, if executed, would attempt to decrypt the password file will be taken as evidence of intent to secure unauthorized access.

The Department takes an extremely serious view of any student who indulges in anti-social behaviour in their use of the Department’s computer systems. These systems are provided as an important and general-purpose resource that has to be shared amongst all students. Any student who maliciously prevents other students from accessing the computer systems is liable to exclusion from those systems.

3.7. Regulation of Investigatory Powers Act

It is Departmental policy that if a student is suspected of abusing the Departmental computer system, an authorised member of the software support staff has the right to examine the contents of any computer file used by that student on the Departmental computer system. The member of the software support staff who is carrying out the investigation will inform the student’s supervisor and the Head of Department, and in certain cases the Chair of the Board of Studies, if there is evidence of abuse.

The contents of the relevant file(s) may be seen by other staff members of the Board of Studies only if the abuse is of such a serious nature that it must be considered at a full meeting of the Board.

Any such investigations will be carried out strictly in accordance with the terms of the Regulation of Investigatory Powers Act (2000). For further details see:

http://www.cs.york.ac.uk/support/rip.php

3.8. Libellous Statements on the Internet

Legal opinion is of the view that the Internet is a means of publication and that statements made in this medium may be regarded as libellous. Posting an article to a Usenet news-group or Web forum and the setting up of a page on the World Wide Web constitute publication in the eyes of the law.

Under English law, both the distributor (potentially, the University) and the author of a libel can be held responsible for the libel.

Potential damages from such libel actions could be high, as a large number of people world wide have access to any libellous statements and these people are likely to be those working in the area of the person libelled. That is, the libel is distributed to a highly-focused group on which it is likely to have the maximum effect.

No information may be transmitted internally or externally which could bring the University or Department into disrepute, or which contravenes laws, University or Departmental policy or conventions on equal opportunities. Information is understood to include text, images and sound. Transmission is understood to
include printing information, posting information via electronic mail and bulletin boards such as Usenet News and Web fora, and providing information on distributed systems such as the World Wide Web. See also section 2.14 regarding recording of audio or video during lectures and tutorials.

The University expects that all publications—paper and electronic—will uphold the normal high standards of scholarship and debate.
4. Health and Safety

4.1. Introduction

The University's aim is to provide and maintain a safe working environment, which is without risks to health and offers adequate facilities and arrangements for the welfare of staff and students. It is the duty of all individuals to exercise personal responsibility, to familiarise themselves with Departmental instructions regarding safety procedures, and to do everything possible to prevent injury or damage either to themselves or to others. Information about safety and welfare matters is located on a notice board.

The University also regards harassment as a serious matter. Where serious allegations of harassment are proved by a formal investigation, disciplinary action (including dismissal or expulsion) may be taken against the harasser. In addition to any penalty imposed by the University, those responsible for harassing others may be subject to criminal and/or civil proceedings.

See: http://www.york.ac.uk/admin/eo/Harassment/ for further details.

4.2. First Aid

4.2.1 Departmental first-aiders

The departmental First Aiders can be emailed at <firstaiders@cs.york.ac.uk>. Posters displaying the names and locations of the Departmental First Aiders include are located at various points throughout the building.

Each first- aider is equipped with a first aid box.

4.3. Doctor or Ambulance

If an ambulance is required, dial 3333 (University emergency number) from any phone. This will ensure that the ambulance will receive accurate directions and arrive as quickly as possible.

If a doctor is required, day or night, dial the University emergency number (ext. 3333).

Further help and advice on healthcare issues is available from NHS Direct (tel: 9–0845 4647, http://www.nhsdirect.nhs.uk/). The Health Centre, located close to the Physics Building and Central Hall, is open only during office hours; its extension is 3290. It will not normally deal with accidents.

The nearest Accident and Emergency department can be found at York District Hospital, Wigginton Road (tel: 9–631313). An NHS Walk–in Centre is situated on Monkgate (tel: 9–725401). All accidents within the department must be reported to the Departmental Safety Officer (See section 6.2).

4.4. Fire and Other Emergencies

When the fire alarm sounds it is your responsibility to vacate the building quickly (without running) and calmly. In the laboratories, the supervising technician may direct your exit but it is your responsibility to know the location of the emergency exits.

The assembly point for the Computer Science Department is numbered 43, and is located in the middle of Academic Square (between the Computer Science, Law & Management, Theatre Film & Television and Catalyst buildings).

Do not re-enter the building until given permission to do so by a fire marshal.
The fire alarms are tested each Monday morning at approximately 8.30am. When the alarm sounds briefly at this time, it is not necessary to evacuate the building.

4.5. Security

There have been a number of burglaries in the Department and valuable equipment has been stolen. If you are working in the Department outside office hours, it is in your own interest:

- To contact Security (tel. 4444) immediately if you are suspicious or concerned about any strangers seen wandering in the building
- To ensure that the external doors are locked after you have entered or left the building
- Not to open an external door to any stranger

Additionally, two sets of panic alarm buttons are located on the walls close to the windows in CSE/066 and CSE/270. If pressed these will automatically alert Security to a problem.

4.6. General Safety

You are required to take reasonable care for the health and safety of yourself and others who may be affected by your actions or inactions. Make sure that you familiarise yourself with the following:

- University notices giving instructions on the action to be taken in cases of emergency, which are posted in the laboratories and elsewhere in the building
- “First Aid at Work” notices displayed in the laboratories
- The position of Emergency Exits
- The position of First-Aid boxes
- The position of the main power switch controls and emergency cut-outs.

Food and drink must not be consumed in the laboratories. Footwear must be worn at all times. Mobile phones may not be used in any part of the building. Technicians may refuse admittance to a laboratory or workshop to any person who:

- Is unsatisfactorily dressed
- Refuses to use the safety equipment provided (e.g. guards on drills).

4.6.1 Hardware teaching laboratories

1) Safety in the hardware teaching laboratories is the responsibility of the supervising member of the academic staff, hereinafter called the supervisor.

2) Neither demonstrators nor technicians can be held responsible for the safety of undergraduate students.

3) In principle, the supervisor should be present at all times when students are present. This does not preclude brief absences for good reason. In exceptional cases, longer periods of absence are acceptable, provided that the supervisor “drops in” frequently to make sure that all is well.

4) An exception is made for open laboratory classes, which have been classified by the Departmental Safety Officer as “low-risk”. (An example is the time spent by students in the laboratory working on their second year hardware projects, outside scheduled practical sessions.) In such cases, the supervisor must conduct a risk assessment and agree it with the Departmental Safety Officer (section 6.2).

4.6.2 Electrical safety

If you are required to build electronic equipment as part of your independent study module you will be under the authority of the Hardware and Facilities Supervisor (see section 6.2). The design of such
equipment must be approved by your academic supervisor and built to the standards of the University Safety Regulations, a copy of which can be obtained from the Technical Manager (see section 6.2). Electrical equipment for your project brought in from outside (e.g. from your sponsor) must be tested and approved before use. You may not bring in electrical equipment for repair.

Mains voltages may be present in almost any item of equipment. In particular, computer terminals, oscilloscopes and other cathode ray tube displays will have voltages present in excess of 10 kilovolts. Undergraduates are not permitted to remove the cases of equipment, or to wire mains plugs or to replace mains connectors or fuses, unless directed by a technician or other member of staff.

All devices that contain cathode ray tubes should be treated with care; if a tube breaks there will be a vacuum implosion, which may cause others, as well as yourself, to be blinded.

In the event of someone experiencing an electric shock, the current should automatically switch off. Be careful not to touch the casualty’s skin before the current is switched off. If breathing is failing or has stopped, you must start resuscitation immediately and shout for assistance. Note the time. Continue resuscitation until breathing is restored. You must not leave a casualty alone (unless you are yourself in danger if you remain) as they may stop breathing again or they may be unconscious and be unable to keep their airway open. Anyone who has required resuscitation must go to hospital.

4.7. Buildings Maintenance

If you need to raise a request or concern regarding a computer science building related problem, such as room temperature, broken furniture etc, please email:-

buildings@cs.york.ac.uk
5. **Departmental Computing Facilities**

5.1. **Use of Departmental Computer Systems**

At the start of your first academic year you will be issued with a copy of the regulations that govern the use of the Department’s computer systems, and you must sign a form to say that you have read and understood these rules and agree to abide by them. These regulations change from time to time to reflect changes in technology and the relevant law. The current version can be found at:

http://www.cs.york.ac.uk/support/student-regulations

Only then will you be issued with an account (username and password) for the computer systems, and a keycard. The Department employs the same usernames allocated for the use of the IT Services systems, but the Computer Science and IT Services accounts are separate and will have different passwords. The keycard allows you 24-hour access to the Software Teaching Laboratories in the Computer Science building.

Your use of Departmental computer facilities is restricted to work related directly to your programme of study and is subject to a strict quota on the amount of disk space available. You must not attempt to use Departmental computer facilities for financial gain.

Attempts to interfere with the Department’s networks or computers or the accounts and files of other users will be treated as system abuse and dealt with accordingly. In such circumstances the Department reserves the right to withdraw computer accounts and recall keycards.

If you encounter any problems with Departmental equipment (including PCs, printers and scanners) you should not attempt to fix them yourself, but should report them by sending an email to faults@cs.york.ac.uk. You must not lock PC screens if you intend to be away from the PC for more than a few minutes – leaving screens locked for longer than this is highly anti-social. You should try to avoid touching PC screens with your fingers because it leaves marks which make the screen harder to view.

Personal portable devices (laptops, smartphones etc.) may be connected to the Department’s network by wireless connection in the building or by using the bench-top network sockets in the hardware and software teaching laboratories; connection by any other method is strictly forbidden. For details of the departmental wireless network see:

http://www.cs.york.ac.uk/support/wireless.php

5.2. **Staff Responsible for Computer Systems**

The member of staff with overall responsibility for the computer systems is the Technical Manager. Software on the machines is in the charge of the Software Support Staff. Hardware is the responsibility of the Hardware Support Staff. For more details, see section 6.2.

5.3. **Use of Laboratories**

The software teaching laboratories are CSE/066, CSE/069, CSE/070 and CSE/270. The hardware teaching laboratories are CSE/166, CSE/168 and CSE/169.

Food and drink must not be consumed in any laboratory. No unauthorised persons are permitted in any laboratory.
5.3.1 **Software teaching laboratories**

The main Software Teaching Laboratories (CSE/069, CSE/070 and CSE/270) are available to all students; access to CSE/066 is limited to MSc students and fourth year MEng students. Access to all of these laboratories is on a 24–hour basis to holders of the appropriate keycard.

When practical classes take place in the Software Teaching Laboratories and not all computers are needed by students attending the class, the spare PCs are generally available for casual use. To minimise disruption, students attending a class are asked to prefer PCs located towards the front of the room so that spare ones at the back may be used by casual users.

There is one exception to the above rule. Occasionally, a practical is also a timed examination. Casual use of the laboratory is not permitted during an assessed practical of this sort, as it could compromise the examination arrangements. Notices stating that such an assessed practical is in progress, with start and finish times, will be displayed on the doors to the laboratory.

5.3.2 **Hardware teaching laboratories**

Access to the Hardware Teaching Laboratories is permitted only when a member of staff is present. Access to the Hardware Teaching Laboratories during a timetabled practical session is restricted to students who are attending the scheduled practical.

5.4. **Computer System Availability**

The computer systems run 24 hours a day seven days a week, except for occasional periods of maintenance of which users are warned in advance by computer systems’ “message of the day” and by other appropriate means. Note that these systems run unsupported outside normal working hours. Any problems that arise outside working hours will not be addressed until the start of the following working day.

When machines are unavailable because of a hardware or software failure, those machines still working will carry a notice of the problem.

5.5. **Printing**

Some of the teaching laboratories contain laser printers for self–service student use. A charge is made for printing. For details, see the Support web page “Student Printing Facilities”:

[http://www.cs.york.ac.uk/support/pages/Student_Printing_Facilities](http://www.cs.york.ac.uk/support/pages/Student_Printing_Facilities)

Please be considerate in your use of the printers: avoid printing large jobs at peak times and remember to collect your printout once it has been printed.

5.6. **Technical Support**

A wide range of technical information can be found on the “support” web pages at:

[http://www.cs.york.ac.uk/support/](http://www.cs.york.ac.uk/support/)

For assistance with matters concerning departmental computing facilities, contact the Support Staff by email at one of the following addresses:

- email faults@cs.york.ac.uk to report problems with printers or photocopiers and other obvious hardware problems
email support@cs.york.ac.uk with reports of other problems, and with requests for assistance (but see below)

If you have a question about how to do something, before emailing it to "support" you should search the "support" Web pages to see if you can find the answer there.

The progress of a "support" or "faults" request can be tracked using the SQUINT system:

http://www.cs.york.ac.uk/support/squintuse.php
6. **Staff**

6.1. **Teaching Staff**

The following table shows the names and acronyms of all members of academic staff who are members of the Board of Studies in Computer Science (at the time of going to press):

<table>
<thead>
<tr>
<th>Forename</th>
<th>Surname</th>
<th>Acronym</th>
<th>Room</th>
<th>Email</th>
<th>Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Robert</td>
<td>Alexander</td>
<td>RDA</td>
<td>CSE/033</td>
<td><a href="mailto:rda@cs.york.ac.uk">rda@cs.york.ac.uk</a></td>
<td>5474</td>
</tr>
<tr>
<td>Dr Neil</td>
<td>Audsley</td>
<td>NCA</td>
<td>CSE/137</td>
<td><a href="mailto:neil@cs.york.ac.uk">neil@cs.york.ac.uk</a></td>
<td>5571</td>
</tr>
<tr>
<td>Professor Jim</td>
<td>Austin</td>
<td>JA</td>
<td>CSE/217</td>
<td><a href="mailto:austin@cs.york.ac.uk">austin@cs.york.ac.uk</a></td>
<td>5629</td>
</tr>
<tr>
<td>Dr Chris</td>
<td>Bailey</td>
<td>CB</td>
<td>CSE/234</td>
<td><a href="mailto:chrisb@cs.york.ac.uk">chrisb@cs.york.ac.uk</a></td>
<td>5659</td>
</tr>
<tr>
<td>Dr Iain</td>
<td>Bate</td>
<td>IJB</td>
<td>CSE/138</td>
<td><a href="mailto:ijb@cs.york.ac.uk">ijb@cs.york.ac.uk</a></td>
<td>5572</td>
</tr>
<tr>
<td>Dr Adrian</td>
<td>Bors</td>
<td>AGB</td>
<td>CSE/142</td>
<td><a href="mailto:adrian@cs.york.ac.uk">adrian@cs.york.ac.uk</a></td>
<td>5574</td>
</tr>
<tr>
<td>Professor Sam</td>
<td>Braunstein</td>
<td>SLB</td>
<td>CSE/015</td>
<td><a href="mailto:schemuel@cs.york.ac.uk">schemuel@cs.york.ac.uk</a></td>
<td>5447</td>
</tr>
<tr>
<td>Dr Paul</td>
<td>Cairns</td>
<td>PC</td>
<td>CSE/244</td>
<td><a href="mailto:pcairns@cs.york.ac.uk">pcairns@cs.york.ac.uk</a></td>
<td>5674</td>
</tr>
<tr>
<td>Dr Ana</td>
<td>Cavalcanti</td>
<td>ALCC</td>
<td>CSE/035</td>
<td><a href="mailto:alcc@cs.york.ac.uk">alcc@cs.york.ac.uk</a></td>
<td>5478</td>
</tr>
<tr>
<td>Professor John</td>
<td>Clark</td>
<td>JAC</td>
<td>RCH/232</td>
<td><a href="mailto:jac@cs.york.ac.uk">jac@cs.york.ac.uk</a></td>
<td>5354</td>
</tr>
<tr>
<td>Dr James</td>
<td>Cussens</td>
<td>JC</td>
<td>RCH/326</td>
<td><a href="mailto:jc@cs.york.ac.uk">jc@cs.york.ac.uk</a></td>
<td>5371</td>
</tr>
<tr>
<td>Dr Alistair</td>
<td>Edwards</td>
<td>ADNE</td>
<td>CSE/243</td>
<td><a href="mailto:alistair@cs.york.ac.uk">alistair@cs.york.ac.uk</a></td>
<td>5672</td>
</tr>
<tr>
<td>Dr Dan</td>
<td>Franks</td>
<td>DWF</td>
<td>RCH/228</td>
<td><a href="mailto:dwf@cs.york.ac.uk">dwf@cs.york.ac.uk</a></td>
<td>5342</td>
</tr>
<tr>
<td>Dr Mike</td>
<td>Freeman</td>
<td>MJF</td>
<td>CSE/030</td>
<td><a href="mailto:mjf@cs.york.ac.uk">mjf@cs.york.ac.uk</a></td>
<td>5473</td>
</tr>
<tr>
<td>Dr Alan</td>
<td>Frisch</td>
<td>AFM</td>
<td>CSE/242</td>
<td><a href="mailto:frisch@cs.york.ac.uk">frisch@cs.york.ac.uk</a></td>
<td>5675</td>
</tr>
<tr>
<td>Dr Ibrahim</td>
<td>Habli</td>
<td>IH</td>
<td>CSE/132</td>
<td><a href="mailto:ihabli@cs.york.ac.uk">ihabli@cs.york.ac.uk</a></td>
<td>5566</td>
</tr>
<tr>
<td>Professor Edwin</td>
<td>Hancock</td>
<td>ERH</td>
<td>CSE/113</td>
<td><a href="mailto:erh@cs.york.ac.uk">erh@cs.york.ac.uk</a></td>
<td>5497</td>
</tr>
<tr>
<td>Dr Leandro Soares</td>
<td>Indrusiak</td>
<td>LSI</td>
<td>CSE/136</td>
<td><a href="mailto:lsi@cs.york.ac.uk">lsi@cs.york.ac.uk</a></td>
<td>5570</td>
</tr>
<tr>
<td>Dr Jeremy</td>
<td>Jacob</td>
<td>JJL</td>
<td>CSE/235</td>
<td><a href="mailto:jeremy@cs.york.ac.uk">jeremy@cs.york.ac.uk</a></td>
<td>5667</td>
</tr>
<tr>
<td>Dr Richard</td>
<td>Jones</td>
<td>RWI</td>
<td>CSE/132</td>
<td><a href="mailto:rjw@cs.york.ac.uk">rjw@cs.york.ac.uk</a></td>
<td>5565</td>
</tr>
<tr>
<td>Dr Dimitar</td>
<td>Kazakov</td>
<td>DLM</td>
<td>CSE/241</td>
<td><a href="mailto:kazakov@cs.york.ac.uk">kazakov@cs.york.ac.uk</a></td>
<td>5676</td>
</tr>
<tr>
<td>Dr Tim</td>
<td>Kelly</td>
<td>TPK</td>
<td>CSE/034</td>
<td><a href="mailto:tpk@cs.york.ac.uk">tpk@cs.york.ac.uk</a></td>
<td>5477</td>
</tr>
<tr>
<td>Dr Steve</td>
<td>King</td>
<td>SK</td>
<td>TBC</td>
<td><a href="mailto:king@cs.york.ac.uk">king@cs.york.ac.uk</a></td>
<td>5420</td>
</tr>
<tr>
<td>Dr Dimitrios</td>
<td>Kolovos</td>
<td>dkolovos</td>
<td>RCH/102C</td>
<td><a href="mailto:dkolovos@cs.york.ac.uk">dkolovos@cs.york.ac.uk</a></td>
<td>5167</td>
</tr>
<tr>
<td>Dr Daniel</td>
<td>Kudenko</td>
<td>DK</td>
<td>CSE/239</td>
<td><a href="mailto:kudenko@cs.york.ac.uk">kudenko@cs.york.ac.uk</a></td>
<td>5679</td>
</tr>
<tr>
<td>Dr Suresh</td>
<td>Manandhar</td>
<td>SKM</td>
<td>CSE/240</td>
<td><a href="mailto:suresh@cs.york.ac.uk">suresh@cs.york.ac.uk</a></td>
<td>5677</td>
</tr>
<tr>
<td>Professor John</td>
<td>McDermid</td>
<td>JAM</td>
<td>CSE/008</td>
<td><a href="mailto:jam@cs.york.ac.uk">jam@cs.york.ac.uk</a></td>
<td>5419</td>
</tr>
<tr>
<td>Dr Mark</td>
<td>Nicholson</td>
<td>MN</td>
<td>CSE/134</td>
<td><a href="mailto:mark@cs.york.ac.uk">mark@cs.york.ac.uk</a></td>
<td>5568</td>
</tr>
<tr>
<td>Dr Simon</td>
<td>O'Keefe</td>
<td>SOK</td>
<td>RCH/329</td>
<td><a href="mailto:sok@cs.york.ac.uk">sok@cs.york.ac.uk</a></td>
<td>5375</td>
</tr>
<tr>
<td>Dr Manuel</td>
<td>Oriol</td>
<td>MO</td>
<td>TBC</td>
<td><a href="mailto:manuel@cs.york.ac.uk">manuel@cs.york.ac.uk</a></td>
<td>5166</td>
</tr>
<tr>
<td>Professor Richard</td>
<td>Paige</td>
<td>RFP</td>
<td>RCH/102D</td>
<td><a href="mailto:paige@cs.york.ac.uk">paige@cs.york.ac.uk</a></td>
<td>5168</td>
</tr>
<tr>
<td>Dr Nick</td>
<td>Pears</td>
<td>NEP</td>
<td>CSE/233</td>
<td><a href="mailto:nep@cs.york.ac.uk">nep@cs.york.ac.uk</a></td>
<td>5658</td>
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<tr>
<td>Professor Helen</td>
<td>Petrie</td>
<td>HLP</td>
<td>CSE/211</td>
<td><a href="mailto:petrie@cs.york.ac.uk">petrie@cs.york.ac.uk</a></td>
<td>5603</td>
</tr>
<tr>
<td>Dr Stefano</td>
<td>Pirandola</td>
<td>SP</td>
<td>CSE/032</td>
<td><a href="mailto:pirs@cs.york.ac.uk">pirs@cs.york.ac.uk</a></td>
<td>5475</td>
</tr>
<tr>
<td>Dr Detlef</td>
<td>Plump</td>
<td>DP</td>
<td>CSE/236</td>
<td><a href="mailto:det@cs.york.ac.uk">det@cs.york.ac.uk</a></td>
<td>5670</td>
</tr>
<tr>
<td>Dr Fiona</td>
<td>Polack</td>
<td>FACP</td>
<td>RCH/224</td>
<td><a href="mailto:fiona@cs.york.ac.uk">fiona@cs.york.ac.uk</a></td>
<td>5337</td>
</tr>
<tr>
<td>Dr Christopher</td>
<td>Power</td>
<td>CP</td>
<td>CSE/241</td>
<td><a href="mailto:cpower@cs.york.ac.uk">cpower@cs.york.ac.uk</a></td>
<td>5673</td>
</tr>
<tr>
<td>Dr David</td>
<td>Pumfrey</td>
<td>DJP</td>
<td>CSE/135</td>
<td><a href="mailto:djp@cs.york.ac.uk">djp@cs.york.ac.uk</a></td>
<td>5569</td>
</tr>
<tr>
<td>Dr Andrew</td>
<td>Rae</td>
<td>AJR</td>
<td>CSE/133</td>
<td><a href="mailto:ajrae@cs.york.ac.uk">ajrae@cs.york.ac.uk</a></td>
<td>5567</td>
</tr>
<tr>
<td>Mr Louis</td>
<td>Rose</td>
<td>LR</td>
<td>RCH/102A</td>
<td><a href="mailto:louis@cs.york.ac.uk">louis@cs.york.ac.uk</a></td>
<td>5163</td>
</tr>
<tr>
<td>Professor Colin</td>
<td>Runciman</td>
<td>CR</td>
<td>CSE/216</td>
<td><a href="mailto:colin@cs.york.ac.uk">colin@cs.york.ac.uk</a></td>
<td>5628</td>
</tr>
</tbody>
</table>
Rooms starting 'RCH' are located in the Ron Cooke Hub.

In addition, Mr Bill Freeman (CSE/029, email wf@cs.york.ac.uk) and Dr Ian Benest (room TBC, email idb@cs.york.ac.uk) are external lecturers who do not sit on the Board of Studies.

### 6.2. Administrative Responsibilities

The departmental administrative responsibilities of members of the Board of Studies and other members of staff with which students are most closely concerned are listed below.

<table>
<thead>
<tr>
<th>Senior Administrative Responsibilities</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department</td>
<td>Professor John McDermid</td>
</tr>
<tr>
<td>Deputy Head of Department (Teaching)</td>
<td>Professor Colin Runciman</td>
</tr>
<tr>
<td>Deputy Head of Department (Research)</td>
<td>Professor John Clark</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Responsibility</th>
<th>Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Administration Manager</td>
<td>TBC</td>
</tr>
<tr>
<td>Admissions Tutor (Undergraduate)</td>
<td>Will Smith, Jenny Baldry</td>
</tr>
<tr>
<td>BCS Liaison Officer</td>
<td>Steve King</td>
</tr>
<tr>
<td>Library and Bookshop Liaison</td>
<td>Adrian Bors</td>
</tr>
<tr>
<td>Careers Liaison Officer</td>
<td>Paul Keeler</td>
</tr>
<tr>
<td>Chair, Board of Examiners</td>
<td>Paul Cairns</td>
</tr>
<tr>
<td>Chair, Board of Studies</td>
<td>Jeremy Jacob</td>
</tr>
<tr>
<td>Chair, Departmental Teaching Committee</td>
<td>Dimitar Kazakov</td>
</tr>
<tr>
<td>Data Protection Officer</td>
<td>Richard Selby</td>
</tr>
<tr>
<td>Departmental Manager</td>
<td>Marysia Koc</td>
</tr>
<tr>
<td>Disability Advisor</td>
<td>Alistair Edwards</td>
</tr>
<tr>
<td>Display Screen Equipment Assessment Coordinator</td>
<td>TBC</td>
</tr>
<tr>
<td>Examinations Administrator</td>
<td>Chris Linfoot</td>
</tr>
<tr>
<td>Examinations Officer</td>
<td>TBC</td>
</tr>
<tr>
<td>Harassment Advisors</td>
<td>Fiona Polack, Katrina Attwood</td>
</tr>
<tr>
<td>Hardware and Facilities Supervisor</td>
<td>Peter Cooper</td>
</tr>
<tr>
<td>IEEE Student Adviser</td>
<td>Ian Benest</td>
</tr>
<tr>
<td>IET Liaison Officer</td>
<td>Ian Benest</td>
</tr>
<tr>
<td>Industrial Placements Consultant</td>
<td>Paul Keeler</td>
</tr>
<tr>
<td>International Students Coordinator</td>
<td>Leandro Indrusiak</td>
</tr>
<tr>
<td>Combined CS/Maths BoS Secretary</td>
<td>Dr Detlef Plump (Dr Jeremy Jacob for autumn term 2011/12 only)</td>
</tr>
<tr>
<td>Combined CS/Maths BoS Executive</td>
<td>Stefano Pirandola</td>
</tr>
<tr>
<td>Laboratories, Teaching</td>
<td>David Hull</td>
</tr>
<tr>
<td>Management Accountant</td>
<td>Teresa Birch</td>
</tr>
<tr>
<td>Role</td>
<td>Person</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Options Coordinator</td>
<td>TBC</td>
</tr>
<tr>
<td>PDS Coordinator</td>
<td>Paul Keeler</td>
</tr>
<tr>
<td>Prizes</td>
<td>Simon O’Keefe</td>
</tr>
<tr>
<td>Project Coordinator (overall)</td>
<td>James Cussens</td>
</tr>
<tr>
<td>Project Coordinator, Allocation</td>
<td>James Cussens</td>
</tr>
<tr>
<td>Project Coordinator, Marking</td>
<td>Mike Freeman</td>
</tr>
<tr>
<td>Project Presentations</td>
<td>Adrian Bors</td>
</tr>
<tr>
<td>Reception Administrator</td>
<td>Pauline Greenhough</td>
</tr>
<tr>
<td>Returning Officer</td>
<td>Alistair Edwards</td>
</tr>
<tr>
<td>Safety Officer</td>
<td>Marysia Koc</td>
</tr>
<tr>
<td>Secretary, BoE</td>
<td>Simon O’Keefe</td>
</tr>
<tr>
<td>Secretary, BoS</td>
<td>Simon O’Keefe</td>
</tr>
<tr>
<td>Senate Members</td>
<td>John McDermid, Alan Frisch, Oleg Lisagor</td>
</tr>
<tr>
<td>Staff Representative (CS/Maths students)</td>
<td>Stefano Pirandola</td>
</tr>
<tr>
<td>Staff Representative (First year students)</td>
<td>TBC</td>
</tr>
<tr>
<td>Staff Representative (Second year students)</td>
<td>TBC</td>
</tr>
<tr>
<td>Staff Representative (Third year students)</td>
<td>Daniel Kudenko</td>
</tr>
<tr>
<td>Student Records Coordinator</td>
<td>Natalie Wheatley</td>
</tr>
<tr>
<td>Student Recruitment and External Programmes Manager</td>
<td>Louise Earnshaw</td>
</tr>
<tr>
<td>Taught Programme Students’ Handbook Assistant Editor</td>
<td>Natalie Wheatley</td>
</tr>
<tr>
<td>Taught Programme Students’ Handbook Editor</td>
<td>Chris Bailey</td>
</tr>
<tr>
<td>Technical Manager</td>
<td>David Hull</td>
</tr>
<tr>
<td>Timetabling Officer</td>
<td>Natalie Wheatley</td>
</tr>
<tr>
<td>UCAS Day and University Open Day Organiser</td>
<td>Chris Power, Jenny Baldry</td>
</tr>
<tr>
<td>University (J.B. Morrell) Library Liaison</td>
<td>Adrian Bors</td>
</tr>
<tr>
<td>University Magazine</td>
<td>Emma Hodgson</td>
</tr>
<tr>
<td>World–Wide Exchange Scheme Coordinator</td>
<td>Daniel Kudenko</td>
</tr>
</tbody>
</table>
7. Boards and Committees

7.1. Board of Studies in Computer Science (BoS)

The Board of Studies is responsible for the department’s taught programmes (graduate and undergraduate) and most other undergraduate and graduate student matters. It is constituted in accordance with the University Ordinances:

[link]

There are full meetings of the Board of Studies in weeks 2 and 9 of every term. (In Autumn week 2, open minutes are received, but no open business decisions are made.)

7.1.1 Membership

The membership of the Board of Studies in Computer Science includes all full-time teaching staff, current student representatives and certain co-opted staff. See section 6.1 for a list of teaching staff. The officers of the Board of Studies are as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Jeremy Jacob</td>
<td>Chair</td>
</tr>
<tr>
<td>Dr Simon O’Keefe</td>
<td>Secretary</td>
</tr>
</tbody>
</table>

Each undergraduate year group elects one student representative during the autumn term. See section 2.12 for a student view of being a student representative.

The student representative on the CS/M Executive may attend meetings of the Board of Studies in Computer Science, but is not a voting member.

The up-to-date membership, including student representatives, can be found at:

[link]

7.1.2 Remit

Specific concerns of the Board of Studies include the design, organisation and teaching of programmes and modules; consideration of methods of teaching and assessment; the supervision of the academic progress of students (undergraduate and graduate); the approval of variants from the normal programme content or structure (including elective modules, non-standard placements etc); the approval of graduate students’ reports; the organisation of examinations (including special requirements for particular students or particular module examinations) and the consideration of assessment results presented to it by the Board of Examiners.

The Board of Studies is not responsible for the operation of the Department’s computing facilities or any other resource matter. The University defines resourcing and staffing issues concerning teaching to be the responsibility of the Head of Department or the Deputy HoD (Teaching).

Students (or staff) wishing to raise matters with the Board of Studies should communicate with the officers of the Board. An email notice is sent out to all current members of the Board before each meeting. However, many issues can be dealt with outside meetings. This is particularly the case where the issue concerns individual people or an individual module.

The following are classed as “reserved” business, from which student members of the Board shall be excluded from discussion and voting:
1. Matters involving individual students or members of staff, including such questions as teaching-loads for individuals, requests for leave of absence, and the evaluation of performance
2. Methods of examination marking where knowledge of these could affect examination tactics
3. Examination results (including the award of postgraduate degrees)
4. The appointment of examiners
5. The allocation of research money

Members of staff registered for York degrees will be excluded from discussion of and voting on issues relating to those degrees, (e.g. a member of staff registered for a PhD cannot be present during business relating to other PhD students). Staff are also required to declare any conflicts of interest when considering named individuals, e.g. for degree awards.

7.2. Board of Examiners in Computer Science (BoE)

The Board of Examiners in Computer Science consists of all the staff members of the Board of Studies together with the External Examiners in Computer Science and any member of the academic staff of the University involved in an examination in Computer Science.

This Board receives the results of examinations from those of its members who have assessed them, and presents the results to the appropriate (possibly Combined) Board of Studies. The Board of Studies then presents its recommendations for the award of degrees to the Senate of the University. The Board of Examiners has absolute discretion in its recommendations for the award of a degree. The officers of the Board of Examiners are as follows:

| Dr Paul Cairns | Chair |
| Dr Simon O'Keefe | Secretary |

7.3. Computer Science / Mathematics Executive Committee

For the combined programmes in Computer Science and Mathematics there is a Combined Board of Studies comprising all members of each department’s Board of Studies. The officers of the combined Board of Studies are:

| Dr Gustav Delius | Chair (Mathematics) |
| Dr Detlef Plump (Dr Jeremy Jacob for autumn term 2011/12 only) | Secretary (Computer Science) |

In addition, there is a small Executive Committee made up of representatives of the Board of Studies of each department. The Executive Committee is responsible for the co-ordination of the subjects in the programme, and for advising combined programme students on their programme of studies.

7.4. Departmental Teaching Committee (DTC)

The Departmental Teaching Committee is a sub-committee of the Board of Studies, to which it reports. It meets in week 6 of each term. The DTC is responsible for undergraduate teaching, except that all matters relating to the MEng fourth year are in the remit of the Masters Teaching Committee (MTC). The DTC normally holds open meetings, but staff members may consider closed business when appropriate.

The DTC considers the principles on which the Department’s taught programmes (undergraduate) are run, within policies approved by the Board of Studies. This includes the co-ordination of teaching across and within years, and module content. The DTC discusses, and recommends to the Board of Studies, strategic changes to the Department’s programmes as a whole.

DTC issues module and assessment schedules and approves module descriptions for undergraduate programmes.
The committee:

1. Reviews the annual report of undergraduate teaching that is submitted to the University Teaching Committee
2. Responds to the University Teaching Committee
3. Reviews student feedback on end-of-term (yellow) forms
4. Reviews reports of external examiners (at the autumn meeting) and defines an action plan
5. Reviews teaching and assessment plans (at the autumn meeting)
6. Reviews the response to the action plan (at the summer meeting)

The officers of the DTC are:

<table>
<thead>
<tr>
<th>Dr Dimitar Kazakov</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBC</td>
<td>Secretary</td>
</tr>
</tbody>
</table>

It is a requirement of the University that the committee be chaired by a member of staff. In addition, there are three staff–student pairs, namely one representative pair for:

- All first year undergraduate programmes
- All second year undergraduate programmes
- All third year undergraduate programmes.

A Computer Science/Maths representative is also a member of the Committee.

The DTC provides a channel of communication between students and staff. It takes responsibility for the day-to-day running of undergraduate modules and is responsible for monitoring and controlling the effectiveness of the Department’s teaching. This is effected by a brief written report from each year–pair, considered at each termly meeting, and a review of student feedback on modules.

The staff and student representative for each year carry joint responsibility for monitoring and reacting on a day-to-day basis to issues that arise in their year’s modules. In performing these duties, the representatives may consult or involve other staff and students. However, only the designated representatives or their nominated stand-ins are members of the DTC.

The DTC is not responsible for monitoring or controlling resources such as buildings, computers, library stock or laboratory equipment. Resources are the concern of the Head of Department (or deputy).

7.5. **Departmental Safety, Health, Environment & Fire Committee (SHEF)**

The Departmental Safety, Health, Environment & Fire Committee is responsible for reviewing the safety procedures within the Department, including receiving reports on accidents that have occurred and initiating action to prevent future occurrences.

Board of Studies student representatives are invited to submit any issues for consideration before each meeting. Meetings are held termly.

<table>
<thead>
<tr>
<th>Professor John McDermid</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Marysia Koc</td>
<td>Safety Officer</td>
</tr>
</tbody>
</table>
8. Professional Institutions

8.1. British Computer Society

The British Computer Society (BCS), representing practitioners in every area of computing, was founded in 1957 after some years of increasing contact between one group of people with scientific and engineering interests and another group with industrial and commercial interests. Since 1968, the BCS has had a professional structure: examinations (in two parts, plus a project) are set for Membership. Members with sufficient experience may become Fellows. Members (MBCS) and Fellows (FBCS) can obtain Chartered Engineer status (CEng).

In 1971, the BCS established a Code of Conduct for the computing profession. The Society is currently active in the fields of privacy, legal protection of computer programs, and the establishment and maintenance of technical standards, this latter through the British Standards Institute and international bodies. The Society publishes a number of magazines and journals, including IT Now which is a monthly publication devoted to short topical and expository articles, new items, reports of meetings, announcements and book reviews; and the Computer Journal which is a quarterly publication devoted to original papers and articles of permanent interest. Members receive the former in return for their membership. Members can purchase copies of the Computer Journal at a favourable rate. Under reciprocal arrangements, BCS members can obtain the publications of the (U.S.A.) Association for Computing Machinery at reduced rates.

Students can obtain membership details, including those of the reduced fees for students, and application forms from the Society’s web pages at http://www.bcs.org.uk/

8.1.1 BCS accreditation

The full academic requirement for Professional Membership of BCS is met by an accredited honours degree. Other routes are also available, see the BCS website for details.

BCS undertakes a programme of visits to Universities and other Higher Education Institutions to review computing courses. Courses are accredited for Chartered IT Professional (CITP), BCS’s own Chartered qualification. Additionally, as a Nominated Body of the Engineering Council and the Science Council BCS is licensed to accredit courses at Chartered or Incorporated Engineer and Chartered Scientist level.

A BCS accreditation visit will be taking place in spring term 2012, which will involve consideration of all our single subject taught programmes for accreditation.

8.2. Institution of Engineering and Technology

The Institution was formed from the merger of the IEE and IIE in 2006. It is an international organisation with more than 150,000 members in 127 countries ranging from students to distinguished and highly qualified members of the profession. Over a quarter of the members live and work outside the UK, and IET centres exist in Europe, North America and Asia-Pacific. The IET provides a global knowledge network to facilitate the exchange of ideas and promote the positive role of science, engineering and technology in the world.

The IET:
- Is licensed by the Engineering Council to award professional registration qualifications (e.g. CEng, IEng, EngTech, ICTTech)
- Acts as the voice for the profession in matters of public concern
- Sets standards of qualifications
- Accredits more than 1000 degree programmes in relevant subjects at universities and colleges
- Provides an extensive range of lectures, meetings, conferences, seminars, residential vacation schools and publications designed to enable members to keep abreast of developments
- Sets standards for the professional conduct of its members
- Operates a computer-assisted information service, INSPEC, which has the world’s largest computerised database in the English language in physics, electro-technology, computer science and control engineering
- Publishes twenty-one research journals
- Publishes two fortnightly periodicals which provide for rapid dissemination of short research contributions
- Publishes a fortnightly magazine and a student and graduate magazine
- Publishes conference publications and colloquia digests
- Awards £200k worth of scholarships, prizes and grants to students every year
- Awards 12 medals a year for outstanding contributions to Engineering and Technology.

It is possible to join as a student and upon graduation you will become a full member entitled to use the letters MIET after your name (provided the annual subscription is paid). Before joining as a student, you are advised to contact the IET Liaison Officer.

At about the age of thirty, a member should consider applying for registration as a Chartered Engineer or Incorporated Engineer. If successful, it is permitted to use the designations CEng or IEng after your name (again, provided the annual subscription is paid).

Registering as an engineer is a two-way recognition of professional competence requiring proof of educational, technical and managerial skills. This is achieved through a form that must be completed and success at an interview.

An IET accreditation visit will be taking place in spring term 2012, which will involve consideration of all our single subject taught programmes.

Having a degree accredited by BCS or IET meets part or all of the academic requirement for becoming a Chartered IT Professional or Chartered Engineer.

In 2011, the annual membership rates were:

<table>
<thead>
<tr>
<th>Membership Category</th>
<th>Annual Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>£20.00</td>
</tr>
<tr>
<td>Member MIET</td>
<td>£123.00</td>
</tr>
<tr>
<td>Member and professionally registered</td>
<td>£152.00</td>
</tr>
<tr>
<td>Member and Engineering Council registered</td>
<td>£183.00</td>
</tr>
</tbody>
</table>

Students can pay £50 for the duration of their course (but contact the IET Liaison Officer first).

If UK income tax is paid, income tax relief can be claimed on both your subscription and any payments made for IET journals. Application forms for student membership are available on line.

The URL for the IET is [http://www.theiet.org.uk/](http://www.theiet.org.uk/)

After joining the IET, it is possible to sit on organising committees and contribute to the work of the IET in your chosen area of work and in your local geographical area.

### 8.3. Institute of Electrical and Electronics Engineers

The Institute of Electrical and Electronics Engineers (IEEE) was founded in 1884 and is the world’s largest professional engineering society. Its membership of over 375,000 people worldwide is divided geographically into 10 regions (York is in region 8) within which there are 329 local IEEE Sections serving as centres of activity at the local level (York is in the United Kingdom and Republic of Ireland section).
Internationally the IEEE is split into 38 Societies (for example the Computer Society and the Systems, Man and Cybernetics Society), which together produce more than 144 publications.

The purposes of the IEEE are:

- To advance the theory and practice of electrical engineering, electronics, computer engineering and computer sciences, and the allied branches of engineering and the related arts and sciences. It achieves this by holding meetings for the reading and discussion of professional papers, and the publication and circulation of works of literature, science and art.
- To advance the standing of members of the profession it serves. It achieves this by the conduct and publication of surveys and reports on matters of professional concern to the members of such professions, collaboration with public bodies and with other societies for the benefit of the engineering professions as a whole, and the establishment of standards of qualification and ethical conduct.
- To enhance the quality of life for all people throughout the world through the constructive application of technology in its field of competence. It endeavours to promote understanding of the influence of such technology on the public welfare.

Members belong to an appropriate class of membership depending upon their experience and qualifications. The classes are as follows.

- Fellows (F.I.E.E.E.): a distinction conferred by invitation of the Board of Directors upon a person of outstanding and extraordinary qualifications and experience in IEEE designated fields, who has made important individual contributions to one or more of these fields.
- Senior Members (S.M.I.E.E.E.): the highest grade of membership for which application may be made. It requires experience reflecting professional maturity. A candidate shall have been in active professional practice for at least 10 years and shall have shown significant performance over a period of at least five of those years.
- Members (M.I.E.E.E.): a professional grade limited to those who have demonstrated professional competence in IEEE designated fields.
- Associate: a grade for technical and non-technical applicants who do not presently meet the qualifications for Member grade, but who would benefit through membership and participation in the IEEE and for those who are progressing, through continuing education and work experience, towards the qualifications for Member grade.
- Student: a member who is a registered undergraduate or graduate student currently enrolled for at least 50% of a normal, full-time programme of study in electrical engineering or electronics engineering, computer engineering and computer sciences, an allied branch of engineering, engineering technology or the related arts and sciences.

In 2012, the annual student membership rate is $27.00 (approximately £17.00) for which you receive the magazine *IEEE Spectrum*. Membership of the Computer Society is an additional $13.00, for which you receive the journal *IEEE Computer* and free access to hundreds of online training courses for subjects such as Java and XML. Full members pay $151.00 and an additional $53 for membership of the Computer Society.

Application forms for student membership are available at [http://www.ieee.org/](http://www.ieee.org/)

The York IEEE Student Branch is at [http://www.cs.york.ac.uk/ieee/](http://www.cs.york.ac.uk/ieee/)

### 8.4. Institute of Mathematics and its Applications

BSc/MMath students in Computer Science and Mathematics may apply for membership of the Institute of Mathematics and its Applications. The Institute takes an active interest in the mathematical foundations of formal programming. It has a long-standing interest in mathematical modelling of all kinds, and in numerical analysis. Further information may be obtained from the IMA’s website: [http://www ima.org.uk](http://www ima.org.uk).

The student subscription for 2011 was £5.00.
9. Academic Misconduct

9.1. The University’s Statement on Academic Misconduct

You are responsible for ensuring that your work does not contravene the University’s rules on academic misconduct. The University takes a very serious view of such misconduct and penalties will be applied if you are found to have attempted to mislead examiners. Forms of academic misconduct include:

- **Cheating** - failing to comply with the rules governing assessments e.g. by making arrangements to have unauthorised access to information
- **Collusion** - assisting another student to gain an advantage in relation to assessment by unfair means, or receive such assistance
- **Fabrication** - misleading the examiners by presenting work for assessment in a way which intentionally or recklessly suggests that factual information has been collected which has not in fact been collected, or falsifies factual information
- **Personation** - acting, appearing, or producing work on behalf of another candidate in order to deceive the examiners, or soliciting another individual to act, appear or produce work on your own behalf
- **Plagiarism** - incorporating within your work without appropriate acknowledgement material derived from the work (published or unpublished) of another
- **Deception** - intentionally or recklessly presenting fabricated or misleading information (e.g., relating to medical and compassionate circumstances) in order to gain advantage in regard to an assessment or progression or procedural requirements.

If you have any queries about what constitutes academic misconduct, or about the proper attribution of material derived from another’s work, you should ask your supervisor.

If you are taking elective modules in another department check the Academic Misconduct rules in that department. There may be small but significant differences in the definitions of, for instance, acceptable collaboration in different disciplines.

9.2. Online Tutorial on Academic Integrity

At an early stage in your programme, you will be required to complete a standard online tutorial on Academic Integrity.

9.3. Avoiding Plagiarism and Collusion

Avoid plagiarism by always acknowledging the sources of the material you have used (including software and information on the web). If you copy a passage of text, clearly mark the entire extent of the quotation using quotation marks or an italic font, and cite its source. Record unpublished work, such as an email or a conversation, as ‘private communication’. Treat lecture materials as published materials too.

In programs submitted for assessment, do not "re-invent the wheel": if you find a piece of code written by someone else that does what you want, use it. However, be sure to include a comment acknowledging its source and making clear that you understand how it works. Avoid collusion by following the Department’s guidelines for mutual assistance and collaboration given in the next section.
9.4. Guidelines on Mutual Assistance and Collaboration

If an assessment is completed by students working in pairs, or in groups, you should be given explicit guidance about the level of acceptable collaboration within each pair or group. In some assessments, you may be given explicit encouragement to involve other students in a specific aspect of your work, such as evaluation and testing. Aside from such explicitly permitted exceptions, the following guidelines apply.

While an open assessment is in progress, you may discuss it with your fellow students only to understand the nature of the problems or questions set, not to find out how to solve or answer them. What you submit must be your own work. Do not collaborate when producing the solution or answer to an assessment. Do not copy another student’s work, and do not allow another student to copy yours. If in doubt as to whether you may seek or give assistance of some kind, ask the member of staff who set the assessment.

When writing an essay or report for an open assessment, discussion and collaboration are permissible in the initial process of determining the nature and requirements of the question. You will then need to select relevant pieces of information from available sources and to evaluate their usefulness and consistency. In this process of selection and evaluation, often involving careful analysis and judgement, you are not permitted to work with others. Nor may you share the details of your own essay or report. All information used in your essay or report drawn from any source other than your own work and ideas must be explicitly referenced.

When an assessment requires the development of hardware or software, discussion and collaboration are again permitted in the initial process of examining and clarifying requirements – though only the setter of the assessment can rule on any perceived ambiguities. The subsequent work of design, implementation and testing should essentially be done alone. If you are stuck because you need a minor piece of specific information (e.g. the symbol for some primitive operation, or the meaning of a particular diagnostic) it is acceptable to ask another student, but the design and detailed method of solution must be your own work.
10. Options and Electives

10.1. General

The University does not normally allow you to take more (or fewer) than the specified number of credits a year; extra options cannot be formally taken or recorded against your university record.

The University does not normally allow you to repeat modules.

10.2. Options

10.2.1 Choosing options

In the second, third or fourth year optional modules are introduced into most programmes. You will be required to select optional modules, usually during the spring term of the preceding academic year. This process is performed online at [http://www.cs.york.ac.uk/student/ug-info/module-options/](http://www.cs.york.ac.uk/student/ug-info/module-options/)

If you are on industrial placement you have access to the same process.

You should check your individual programme scheme for further details of the options available and seek advice on your choice of options from your supervisor.

In Stage 3, you may be allowed to take one or more modules in other departments (‘electives’); see Section 10.3.

10.2.2 Changing options

Students may drop or add a module not later than Friday in week 2 of the term in which the module is first taught, providing that they attend the whole of the module to which they are changing and complete the relevant (paper-based) change of module form obtainable from Reception.

10.2.3 Cancellation of modules

The University reserves the right in exceptional circumstances to change the menu of modules on offer. A module may be cancelled for the following reasons, among others:

- too few students opting to take the module
- impossibility of timetabling the module in a suitable room
- unavailability of a member of staff to teach the module

10.3. Electives

10.3.1 General

You may be able to apply to take elective modules as 10 or 20 credits of your study (see Section 10.3.3 for where this is allowed). In all cases, the approval of the Chair of your Board of Studies must be obtained (Section 10.3.2). If you obtain permission you should then complete the ‘Registration for an Elective Module’ form, available at [http://www.york.ac.uk/admin/sro/electivesform.doc](http://www.york.ac.uk/admin/sro/electivesform.doc)

You are responsible for ensuring that you are registered for the modules you wish to do, and that your total number of credits is correct. Module registrations can be checked at: [https://evision.york.ac.uk/](https://evision.york.ac.uk/)

You must comply with the rules of the department offering the module (for example, concerning attendance, submission of work and referencing guidelines).
You should note that some departments set quotas for their electives.

10.3.2  Approving an Elective

1. The Chair of your Board of Studies must be satisfied that the syllabus of any elective module is genuinely distinct from your normal programme of study, that the module is sufficiently demanding and that it involves a full university assessment of your performance: first year modules are rarely acceptable.

2. The elective module must not impinge on your main commitments: if attendance at the elective clashes with commitments on your main modules, you will have to forgo the elective.

3. The results of the assessment must available to this department by Sum/9/Fri. You should check this with the host department before you select an elective.

10.3.3  Who may take electives, and how many

Stage 3 single subject and CS/Maths students may apply to import up to 20 credits from any undergraduate programme in any other department.
11. Transfers Between Programmes

11.1. General
If you are considering a transfer you should consult:

http://www.york.ac.uk/admin/uo/cfm/transfer/studentguide.htm

11.2. Transfers within Computer Science

Transfers within programmes run by the Board of Studies in Computer Science are restricted by various external regulations. The definitive position is given in the programme regulations (see section 18.2.1). In order to transfer between programmes, you should speak to your supervisor and then complete a form available from Reception. Both supervisor and student must sign the form. Transfers on to a programme with a year in industry must also be signed by the Industrial Placement Consultant (see Section 6.2).

Any transfer that lengthens the degree, including transfer on to a programme with a year in industry, must be completed before the start of the second year. This means that you must submit your request by the end of the summer term in your first year. Later transfers can normally only be made by application to the University’s Special Cases Committee.

Transfer from MEng to BEng/BSc cannot be accepted after the end of the second year. Students who do not meet the conditions for continuation on an MEng at the end of their second year will be required to transfer to the BEng/BSc for their third year. Transfers from the programmes with a year in industry to the standard BEng/BSc and MEng programmes are required for those students unable to obtain a placement. If, having registered for a programme with a year in industry, you decide that you do not after all wish to have a placement, you must inform the Industrial Placements Consultant (see Section 6.2) no later than the start of the second year.

Note: The combined Board in CS/Maths is a different board of studies from Computer Science; see the next section.

11.3. Transfers in or out of Computer Science
If you wish to transfer from Computer Science to a programme involving another Board of Studies (for instance, to Computer Science & Mathematics), you must get permission from both Boards of Studies involved.

Requests for transfers between Boards of Studies are given careful and sympathetic consideration. However, it is not always possible to arrange the transfer. For example, the destination programme may be full, or you may not meet its entrance requirements. In general, you should expect to have to restart in Stage One of the destination programme. You should assume that you will need to pass any outstanding examinations in your originating programme.

If you are considering applying for transfer out of Computer Science or CS/Maths, you should consult your supervisor(s) and the Chair of your Board of Studies at the earliest opportunity. You should also contact the admissions tutor of the destination programme. The Board of Studies does not normally refuse to release students who have been accepted for another programme. Written evidence of that acceptance (indicating the date on which it is proposed that the transfer will take effect) is normally required before the Chair of the Board of Studies can sign your transfer form.

Students from other departments are normally only accepted for transfer into single-subject Computer Science programmes if they have met the entrance requirements in full and the programme is not already full. You can normally only transfer to restart Stage One of the Computer Science programmes.
12. **Industrial Placement Scheme**

12.1. **General**

The Department of Computer Science at the University of York complies with the Quality Assurance Agency Code of Practice on Placement Learning (QAA CoP PL) and internally validates and externally accredits this using The Skills Framework for the Information Age (SFIA). Details are at:

http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section9/PlacementLearning.pdf

and

http://www.sfia.org.uk/

Please see http://www.cs.york.ac.uk/IPAM/ for further information on York SFIA skills definition and SFIA Reference.

Placement students would normally be expected to start at level 2 and achieve level 3 on the SFIA accreditation system by the end of their placement year.

The Department’s Industrial Placements Consultant (IPC), also known as the Placements Tutor, administers the scheme. See section 6.2.

12.1.1 **Placements**

Students admitted to any Computer Science programme with a year in industry undertake a twelve-month salaried industrial placement, between their second and third academic years only, as part of their programme. The point of contact for all industrial placements and sponsorships for the Department is the Industrial Placements Consultant (IPC) (see section 6.2). Industrial Placements are operated in accordance with the Industrial Placements Assessment Module (IPAM) for which the IPC is the point of contact.

The IPC facilitates placement contracts between students and their chosen company. There is no obligation on students to accept a contract with a company of which they do not approve. If it is not possible to arrange a placement contract, or the student does not wish to be considered for a placement, then a transfer out of the programmes with a year in industry into the conventional third year of their Computer Science programme will be made (see section 11.2). Transfer into the programmes with a year in industry from the conventional programmes is easy to arrange during the first year, but is more difficult later (for reasons associated with LEA grants), and application to the University’s Special Cases Committee for leave of absence to take a placement may have to be made instead of a transfer to a year in industry programme. Students are urged, therefore, to respond to the IPC’s emails, as required, if they plan to apply for an industrial placement, even if they only wish to explore the possibility of doing so. The Department strongly advises all UCAS applicants to apply for the programmes with a year in industry, in order to keep their options open.

Before allowing a student to undertake an industrial placement, the University, through the Board of Studies, requires:

1. That the student has the Board’s approval
2. That the proposed site of the industrial placement be validated.

Students whose placements are arranged by their sponsoring company or by themselves rather than through the Department must obtain this approval by consulting the IPC.
12.1.2 Responsibilities

The IPC is responsible for:
- Circulation of CVs (curricula vitae) and the arrangement of interviews with fast-track companies
- Conducting briefings and progress reviews
- Visiting all students at least once at the start of a placement
- Acting as a point of contact for all IPAM matters

Students are responsible for:
- Timely provision of CVs to the IPC, in the required format
- Pursuing applications with companies in conjunction with the IPC
- Attending all interviews and briefings which have been arranged with companies (for which the companies will normally pay expenses)
- Securing suitable accommodation for the tenure of the placement
- Arranging adequate personal insurance for the duration of the placement
- Completion and timely submission of an IPAM Learning Journal for each placement

The IPC reserves the right not to assist placement students who refuse to follow the placement process. These students may be allowed to continue by finding their own placements, but these placements still have to meet the requirements of the Department, QAA CoP PL and IPAM as verified by the IPC.

It is the student’s responsibility to ensure that normal programme requirements are met during the application process for placement. Students, in consultation with the IPC, should endeavour to arrange interviews so that they are not prevented from attending compulsory practicals or tutorials. Attendance at an interview is not an adequate reason for missing or seeking an extension for assessed work.
12.2. Industrial Placement Assessment Module (IPAM)

The placement year runs from mid July (latest) to mid July the following calendar year. The Industrial Placement Programme is validated by the Department and externally accredited. Students are required to submit a completed Industrial Placement Assessment Module (IPAM) Learning Journal by 12:00 on 31 July at the end of their placement in order to get full accreditation, and a Year in Industry Certificate upon graduation, and for the Department to meet the Code of Practice (CoP) laid down by the UK Government through the Quality Assurance Agency for Higher Education (the QAA).

The documentation for this is available at [http://www.cs.york.ac.uk/IPAM/](http://www.cs.york.ac.uk/IPAM/)

Student progress towards IPAM submission is reviewed periodically. The First IPAM review date is 31 August of the placement. This will be to review IPAM Plan and Job Description documentation. The Second Review date is 31 January. This will be to review Plan, Job Description, and Learning Journal Format and Narrative. The Third Review date is 30 April. This is to review the progress towards final submission, with running reviews thereafter until submission at 1200 hours 31 July.

12.2.1 Schedule

<table>
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<th>When</th>
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<tbody>
<tr>
<td>Year 1</td>
<td></td>
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<tr>
<td>Sum/1</td>
<td>Placement initial briefing</td>
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<tr>
<td>Sum/2</td>
<td>Careers Service presentation</td>
</tr>
<tr>
<td>Sum/3</td>
<td>Placement CV presentation</td>
</tr>
<tr>
<td>Sum/3/Fri</td>
<td>Placement registration deadline</td>
</tr>
<tr>
<td>Sum/4</td>
<td>Ex Placement Students Presentation</td>
</tr>
<tr>
<td>Sum/4/Fri</td>
<td>1st version placement CV deadline</td>
</tr>
<tr>
<td>Sum/11/Mon</td>
<td>Final version placement CV deadline (including exam results subject by subject, with acronyms expanded)</td>
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<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
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</thead>
<tbody>
<tr>
<td>Year 2</td>
<td></td>
</tr>
<tr>
<td>Aut/0/Mon to Aut/7/Fri</td>
<td>Fast track placement interviews</td>
</tr>
<tr>
<td>Aut/8/Mon to Sum/8/Fri</td>
<td>Open season placement interviews</td>
</tr>
<tr>
<td>Sum/9/Tue</td>
<td>2nd Placement briefing</td>
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<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
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<tbody>
<tr>
<td>Placement Year</td>
<td></td>
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<tr>
<td>mid Jul</td>
<td>Placement starts</td>
</tr>
<tr>
<td>31 Aug</td>
<td>1st Review</td>
</tr>
<tr>
<td>Sep/Oct</td>
<td>IPC on site Visits</td>
</tr>
<tr>
<td>31 Jan</td>
<td>2nd Review (as at 15 Jan)</td>
</tr>
<tr>
<td>30 Apr</td>
<td>3rd IPAM Review</td>
</tr>
<tr>
<td>31 Jul 12:00hrs</td>
<td>IPAM Learning Journal submission deadline</td>
</tr>
</tbody>
</table>
13. **World-Wide Exchange Scheme**

University of York undergraduates can spend a year studying at any one of the following universities:

- The University of Sydney
- The University of California (which includes campuses at Berkeley, Los Angeles, San Diego, Santa Barbara, Davis, Irvine, Riverside, and Santa Cruz)
- The University of Illinois at Urbana–Champaign (120 miles south of Chicago)
- York University (in York, a suburb of Toronto in Canada)
- Columbia University (in Manhattan, New York City)
- The University of Pennsylvania
- Rutgers University (New Jersey)
- The National University of Singapore
- The University of Hong Kong

The year abroad replaces the corresponding year of a participant’s degree programme at York, and the marks obtained abroad count towards the classification of the York degree.

BSc and BEng students can spend their second year abroad; MEng and MMath students can spend either their second or third year abroad. Though these exchange schemes are open to all University of York undergraduates, the Board of Studies would not normally allow a student to take part in an industrial placement in the year following an exchange because of the difficulty of obtaining the placement. A student on a programme with a year in industry who wishes to study abroad can apply for an exchange and transfer out of the programme if offered a place on the exchange scheme.

If you are interested in participating in one of the exchange schemes, you should first read the information on [http://www.cs.york.ac.uk/NAExchange](http://www.cs.york.ac.uk/NAExchange) and [http://www.york.ac.uk/study/study-abroad/outgoing/](http://www.york.ac.uk/study/study-abroad/outgoing/) (and information linked from these sites), and attend the briefings organised by the International Office. After reading the information you should let your supervisor and the Department’s World-Wide Exchange Coordinator (see section 6.2) know that you are interested in applying for a year abroad. Both can help to prepare an application, and the Exchange Coordinator can answer any questions about the schemes.

Applications are normally due in early January of the academic year preceding the exchange. Therefore it is crucial that you begin the application process in November at the latest. The application must include a provisional list of courses to be taken during the year abroad and this must be approved in advance by the Department’s World-Wide Exchange Coordinator.

Sponsored students should seek the approval of their sponsors before applying.
14. **Independent Study Modules**

Independent Study Modules (ISMs) are an important component of all of the Department’s degree schemes. Our ISMs normally consist of a research project, supervised by an academic. Further details are given in the module descriptions which can be viewed at [http://www.cs.york.ac.uk/modules/](http://www.cs.york.ac.uk/modules/). This section of the Handbook focuses on regulatory issues such as the format, submission and marking of ISM reports.

14.1. **Synopsis**

Hours per credit: 10

<table>
<thead>
<tr>
<th>Degree Programme</th>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc/BEng</td>
<td>PRUB</td>
<td>40</td>
</tr>
<tr>
<td>MEng AI</td>
<td>PRIA</td>
<td>50</td>
</tr>
<tr>
<td>MEng ESE</td>
<td>PRIF</td>
<td>60</td>
</tr>
<tr>
<td>MMath</td>
<td>PRIN</td>
<td>40</td>
</tr>
<tr>
<td>MEng BES</td>
<td>PRIS</td>
<td>50</td>
</tr>
<tr>
<td>MEng CSSE</td>
<td>PRIY</td>
<td>50</td>
</tr>
</tbody>
</table>

ISM reports are subject to length restrictions, partly to encourage a concise style of writing. The limits for undergraduate reports are expressed in terms of both the number of words and the number of pages. This means, for instance, that a report that contains a large number of diagrams will have a smaller word count, but will still have to meet the page limit. The maximum length for all undergraduate ISM reports is 35,000 words and 70 pages (i.e. neither limit may be exceeded).

The limits include all material that is to be marked (including the title page, abstract, tables of contents, body of the report, and marked appendices). Bibliographies and unmarked appendices that are included for completeness (such as program listings and tables of data), are not included. The method of counting words and the material to be included in the count must be agreed in advance with your supervisor. For marked-up text (e.g. LaTeX), a Unix `wc` word-count of the input should be used, as, for example, `detex <report.tex> | wc -w`. The title page of the report must include a declaration of the word count, what is included in that count and how that count was derived.

For example:

*Number of words = 34,101, as counted by the MS Word word count command. This includes all the body of the report and Appendix A, but excludes Appendix B.*

14.1.1 **Choosing an ISM research project**

Students on placements and students on leave of absence might need to visit York to talk to project supervisors before they select, but should email or telephone the academic staff first to arrange a date for the meeting. Projects can be discussed over the telephone.

Allocation of students to projects is overseen by the Project Allocation Coordinator (see section 6.2), using information supplied by supervisors and students to an online database via a Web interface. You can browse the available project proposals and specify a number of projects, in order of preference. For each of the projects they are offering, supervisors can specify a number of students, in order of preference. A program based on the Stable Marriage algorithm computes an optimum allocation automatically. The list of available projects is available online from the issue date (see section 14.1.3).

You must follow this automated procedure unless there are exceptional reasons for not doing so. In such exceptional cases, you should consult your current supervisor as soon as possible. You should only contact the Project Allocation Coordinator if you are unable to contact your current supervisor.
14.1.2 Self-defined research projects

If you wish to propose your own project, you should follow the procedure given on the projects web page:

http://www.cs.york.ac.uk/projects/index.php

All self-defined projects will need to be submitted as a proposal by a member of staff that will need to be vetted in the normal way, so it is important to identify a member of staff who is willing to act as supervisor. Each project proposal should be about 100 – 150 words in length and should include a few references to define the starting point. Be sure to make the following aspects of the proposal clear:

- An indication of the topic and the subject area into which it falls.
- The literature review element and its starting point. If possible, provide references to relevant items in the literature.
- The main technical objectives of the project together with some idea of their relative importance.
- What type of artefact is expected to result from the project; e.g. hardware, software or an extended literature review.
- A description of any special methods or equipment that will need to be used to meet the objectives.

For externally linked projects, it is important that the external organisation is made aware that the final project must have significant academic content and that the student is not just a source of free effort that can be used to undertake a routine task. If your project involves an external organisation you will need to get the agreement of that organisation before submitting a proposal. The proposal should give details of a contact person in the organisation; there might also be a need to identify a suitable budget (see section 14.1.4).

14.1.3 Timetable

Project selection takes place in the spring term. The timetable for project selection is published online at:

http://www.cs.york.ac.uk/projects/allocation-timetable.php

If you wish to self-define a project, you should start discussing a self-defined project with an eligible member of staff as soon as possible. Once the topic for a project has been agreed, the supervisor will submit the project for vetting and, if this is successful, will enter the vetted proposal into the database marked as “student-defined” and include your name. This process must be completed before the end of Phase 2 below.

There are three phases to project selection:

Phase 1: Monday, week 7 Spring Term to Thursday week 8 Spring: project proposals are made available online. Students start discussing project proposals suitable to their programme with supervisors. Both students and supervisors start entering their preferences into the allocation database. No projects are allocated at this stage.

Phase 2: Friday, week 8 Spring Term to Friday week 9 Spring: the allocation algorithm is activated. If a pair of student and project (supervisor) have ranked each other as their first choice, (1) they are marked as a perfect match (or “marriage”) and a firm, never to change, allocation is made, then (2) the project is removed from the list of available projects and the student is removed from all other project choices. This can in turn trigger the creation of new perfect marriages, as the remaining students rise in the supervisors’ lists of choices.

The remaining students and projects are paired by the stable marriages algorithm. A non-perfect, stable, marriage can be changed if one of the partners changes their preference. Either side (say, the student) can
see which of their potential partners (in this case, supervisors) has selected them as their first choice. Reciprocating that choice and choosing such a partner as one’s first choice will instantly create a perfect match and, hence, a firm, never to change, allocation.

At the end of this phase, the database closes and all non-random allocations are made permanent.

**Phase 3: Tuesday week 10 Spring Term—onwards**: the database is re-opened again with the remaining few students. The current supervisors of these students are emailed and requested to advise the students and/or make a final choice on their behalf. The process ends when all allocations are made.

14.1.4 **Budgets and special equipment for ISM work**

Most projects require nothing in the way of special equipment or facilities. An example might be a purely software project – perhaps involving the writing of a compiler – that can be done on almost any hardware or software platform. Some projects require special hardware or software; perhaps a certain type of workstation, a particular interface or a compiler for an unusual language. The Department has a wide range of hardware and software available, and it will normally not be necessary to purchase items specifically for project work.

If a project does require items – hardware or software – which the Department does not possess, it will be necessary to buy them, or to make them. This must be agreed between you and your supervisor. In consultation with your supervisor, you should prepare a budget listing the equipment required and its likely cost. A small amount of money is set aside each year for this purpose. The budget statement should be submitted to the Technical Manager (section 6.2) for approval.

Special-purpose hardware can be built by the Department’s technicians in the Department’s hardware workshops. This takes time: careful planning is necessary if you wish to have equipment built in time for it to be of use during your project. Supervisors will be able to provide advice.

14.1.5 **Conducting ISM work**

ISM projects are (deliberately) immensely varied. Most are open-ended; that is to say, they offer the opportunity for much more work than can possibly be completed within the allocated time-span. It is easy to squander time on a project, and time is the most precious resource a student has. It is therefore vital to plan work with great care, and to monitor progress continually. It is also vital to do this in consultation with supervisors, who have valuable experience in these matters.

Undergraduates are normally expected to meet their supervisors for ISM supervision each week during term-time throughout the ISM period. The normal expectation is an average meeting time of half an hour per week.

Undergraduates must see their ISM supervisor before the end of the summer term prior to the ISM period to discuss their project and to plan what preliminary activities, if any, can be accomplished during the summer vacation.

Attendance at scheduled ISM meetings is mandatory; if necessary, you should feel free to request additional meetings if further assistance is required. If you are dissatisfied with the frequency or duration of project meetings, you should raise the matter with your supervisor in the first instance and, if the problem is not resolved, should inform the Chair of the Board of Studies.

You should make sure you agree, with your supervisor, the milestones to be met as the work on the project advances. Time management is essential for the success of a project of such duration, and is likely to be the aspect of the project where predictions would be the least accurate. Here are some useful guidelines to follow.
Although not required, some students opt for doing preliminary research in the field of their ISM before the actual start of the project. Should you wish to do so, you may meet the supervisor to discuss recommended reading. If the ISM starts at the beginning of the autumn term, you should meet your supervisor as soon as possible – this is the period when a lot of time can be invested in the project. It is generally a good idea to attempt to produce a 10 – 12 page draft of one of the chapters and hand it in to the supervisor for comments halfway through the project. If you are a slow writer, this will give you the chance to realise it, and adjust the schedule to allow for more writing-up time. In any case, you should take extensive notes on the literature you read, as it is likely your memory will need refreshing by the time you start work on the final version of the paper. You should keep the last 4–5 weeks almost exclusively for writing up.

### 14.1.6 ISM web pages

For guidance on how to do an ISM, see:

http://www-module.cs.york.ac.uk/csw/

All online information relating to ISMs is accessible from the ISM web page:

http://www.cs.york.ac.uk/projects/

Students should visit this web page and read the "Information for Students" very carefully.

### 14.2. ISM Report Submission

Two paper copies of the ISM report and any documentation are to be handed in to Departmental Reception by the published deadline. The Department will arrange for both copies of the report to be bound.

In addition to the paper versions, you must submit an electronic version of the ISM report in PDF format via the electronic submission web page (https://www.cs.york.ac.uk/submit/). This can be done up to 24 hours after the published paper submission deadline. In the event of failure of the electronic submission, all faults should be reported to support@cs.york.ac.uk. The Department cannot accept responsibility for any external systems failing which result in electronic submissions not being submitted by the published deadline. The examiners will mark the paper copies, not the electronic copy.

After the Board of Examiners has met to agree the marks, one paper copy of the report and documentation will be retained in the Departmental Library and an electronic version of those ISM reports that have achieved at least a pass mark will be made available in the Digital Library. The other paper copy will be made available for collection by you at Reception provided an electronic version has been submitted.

Part of the ISM assessment is an assessed presentation. You should check with your supervisor to find out the exact dates of these presentations, but they are usually a few days after the report hand-in deadline. See section 14.2.3 for more information.

### 14.2.1 Extensions

Extensions may be granted for projects, according to the same rules as for all open assessments. See section 15.2.5.

### 14.2.2 Format regulations for the report

This section contains the formal regulations that govern the presentation of the ISM report. You will be penalised under the marking scheme if you do not follow them. Extensive, less formal, advice is available online at:
http://www.module.cs.york.ac.uk/csw/

In addition, you should read the following carefully before you start writing your report.

1) All source material that is used, whether by direct quotation or not, must be acknowledged (see section 9.3). As for all assessments, when citing published work, students should use the IEEE referencing style. (See section 15.2.7)

2) Reports should always be printed unless there is a compelling reason to do otherwise. If necessary, some formulae or figures may be handwritten or hand-drawn, but these should then be scanned so the electronic version of the project is complete. Use black ink unless colour is essential.

3) Reports should be submitted on good quality A4 paper, so that double-sided printing can be used without one side showing through to the other. Though double-sided printing is preferred, single-sided printing will be accepted.

4) Inside and top margins should be a minimum of 2 cm; other margins should be a minimum of 1 cm. You might find it simplest to leave 2 cm all round. Large blocks of closely spaced text can be hard to read, so if you use single-spaced lines, leave a good gap between paragraphs and around headings.

5) Requirements 1 - 4 above also apply to any program sources or similar materials included as appendices. Double-column landscape can be a useful format for such sources, but only if print quality is high enough to avoid problems of readability. Do not include unnecessarily long source listings: ask your supervisor if in doubt.

6) Students should adhere to the word and page limits given in section 14.1. Staff marking your project dissertation may simply stop reading when the relevant limit is reached. Quality is much more important than quantity; you should not aim to come close to the upper limit simply to make your report appear substantial.

7) Sheets must not be fixed together in any way. Each copy of the report must be submitted in a wallet-style folder. Mark each folder clearly with your name and “copy 1” or “copy 2”.

8) The report must start with a title sheet, containing title, author, date and wording to the effect that it is the report on a project submitted for the degree of such-and-such in the Department of Computer Science at the University of York. It should also contain a declaration of the word count, as described in section 14.1. The second sheet should normally contain an abstract of not more than 200 words.

9) Subsequent sheets should show the contents of the report; this should include a table of contents showing the title and page number for each chapter and section (or each section and subsection). Where appropriate, appendices may start with their own table of contents. Each main subdivision (e.g. section, chapter or appendix) should start on a new page.

10) All tables, figures and equations should be labelled or numbered. Where appropriate, separate lists of tables, figures and equations should be included at the start of the report. Conventions for labelling or numbering tables and figures should be applied consistently.

11) Numbering of subsections to one level of decimals (e.g. 2.1) is desirable; numbering to two levels (e.g. 2.1.2) is acceptable. Numbering to further levels (e.g. 2.1.2.3) is not normally desirable. Conventions for headings and indentation at various levels should be applied consistently.

14.2.3 ISM presentation regulations

Your presentation will take place shortly after the project report submission. During the ISM presentation, you should be prepared to talk about the topic, literature review, methodology, evaluation and conclusions of your work on the project. The presentation will be chaired by a member of academic staff who will ask you questions about your presentation at the end. A technical assistant (usually a Postgraduate Teaching Assistant) will also be present in the room and will record your presentation with a video camera. Other staff members are allowed to attend the student ISM presentations, without any rights to intervene in the marking process, but students are not allowed to attend the presentations of their colleagues.
You should enter the examination room only when invited by the technical assistant. Computer access to student accounts will be provided during the presentation. You can also give a demonstration of any software developed for the project, during the time allocated to your presentation.

Presentations are organised in sessions with break times in between. Each presentation is allocated 10 minutes with an additional 5 minutes for questions, changeover and for the preparation of the presentation material. The session chair will interrupt your presentation if it goes beyond 10 minutes.

The project presentation will be audio-video recorded and this will be used to mark your project alongside the project report. The penalty for no-shows (subject to mitigating circumstances and rescheduling) is a mark of 0 for the project presentation.

The following guidelines are useful for organising the project presentation:

- The project presentation should clearly show the markers that the work presented is your own.
- The first slide should contain the project title and your name.
- Prepare a total of 5–10 slides in which you should provide as much information as possible about your project, to be delivered during 10 minutes.
- The slides should not be very loaded with words.
- Be prepared to add verbally all the information that you have not included in your presentation slides but which you still deem necessary to report.
- Allocate a slide for an outline of your presentation and your project aims.
- During 2–3 slides when presenting the literature review you should use references whenever needed (you can simply reference as “[Author, Year]”).
- Explain the adopted methodology, preferable using block diagrams, charts, pseudocode or algorithmic description using bullet points, depending on your type of project.
- You should provide your results on at least 2–3 pages using tables or graphical means whenever possible.
- You should end your presentation with a set of conclusions drawn from your work and thoughts about possible future development of your work.

For further details regarding project presentations please refer to:

[http://www.cs.york.ac.uk/projects/ProjectPresentations.html](http://www.cs.york.ac.uk/projects/ProjectPresentations.html)

### 14.2.4 Classified material and intellectual property

In certain circumstances, particularly with projects undertaken with industrial collaboration, some material relevant to the project might be considered classified or “commercial-in-confidence”. It is up to the student to arrange to have the report cleared by the appropriate authorities, though assistance in seeking permission can be obtained from the student’s supervisor. It must be possible for both markers, and the external examiners, to see the whole report. If appropriate, confidential material, which is supplemental to the main project report, may be placed in a separately bound appendix. Only the main report would then be lodged in the Departmental library. Alternatively, it may be possible to delay the lodging of the report in the library, for a period not exceeding one year, to allow the student, or a sponsoring company, to apply for protection of material (via a patent or whatever).

The issue of the intellectual property rights (IPR) of material developed as part of a project is complex. Depending on how much involvement a supervisor has had, the IPR may be shared between the student, the supervisor, and possibly a sponsoring company. In situations where this is important, an agreement should be reached as soon as possible.
14.3. **Assessment of Independent Study Modules**

Each ISM report is marked by two members of staff: the supervisor and a second marker. Discrepancies in their marks are investigated and resolved if necessary, by consulting additional examiners. The care taken with ISM assessment reflects the high weighting given to ISM marks.

All ISM assessments also include an assessed presentation, but far greater weight is given to the written report.

Examiners use a standard marking form when assessing an ISM. This form should be consulted in order to obtain an idea of which aspects project examiners consider important. Details of marking sheets and of requirements for presentations can be found at:

http://www.cs.york.ac.uk/projects/
15. Academic Progress, Examinations and Assessment

15.1. Introduction

The Board of Examiners in Computer Science is responsible for all matters concerned with the setting and conduct of assessments. It consists of all the staff members of the Board of Studies together with the External Examiners in Computer Science and any member of the academic staff of the University involved in an assessment in Computer Science. The Board works according to regulations, policies and procedures set by the University.

More detailed information about the Department’s Assessment Policies and Procedures can be found at: http://www.cs.york.ac.uk/student/statementonassessment.html

15.1.1 Types of assessment

There are two different kinds of assessments:

Closed assessments take place under examination conditions, invigilated on a specified day and for a specified period (e.g. two hours). (See section 15.3)

Open assessments are issued on a specified day, carried out uninvigilated over a period of several days or even weeks, to be submitted by a specified deadline (see section 15.2).

Most modules include practicals or other exercises for general education purposes. Any assessment of this work is only to give you feedback, to inform you of your progress, and not for marks towards your degree classification. Such work is not our concern in this section.

15.1.2 Timing of assessments

The dates of closed examinations and the dates of issue and of submission of open assessments can be found in the programme charts for each degree programme. Detailed timetables for closed examinations are posted on the web at http://www.york.ac.uk/admin/eto/exams/examtt.htm and on Departmental notice boards. Closed examinations can be scheduled as early as Monday week 1 of the spring term, and they may be held on a Saturday.

Where possible, the issue and submission dates for open assessments are staggered throughout the three terms of the academic year. The dates for open assessments are set well in advance and cannot be varied without explicit approval by the Board of Studies. If such alterations are made the revised dates are published by the department.

Some overlap of assessments is almost inevitable.

15.1.3 The role of assessment setters

If you are having difficulties with a particular assessment, consult the member of staff who set that piece of work. The setter of an assessment is always identified on the cover sheet. The setters are best able to judge how much help to give. Where setters decide that giving some extra information is appropriate, they disseminate that information to the whole group, e.g. by posting an article to the appropriate Web forum (see http://www.cs.york.ac.uk/forum/).
15.1.4 The role of supervisors in assessments
Supervisors are able to offer general advice and guidance about modules, but cannot give direct help or even hints about particular assessments. Different supervisors are, either by expertise or by inclination, able to offer differing degrees of help and this would be unfair.

15.1.5 Missing an assessment
Attendance at University examinations is compulsory. If you fail to present yourself for an examination at the time and place published, and are not prevented from doing so by illness or other good cause, you will be deemed to have failed that examination. Misreading of the examination timetable is not regarded as “good cause”.

Similarly, with open assessments, if you do not submit any work for a particular open assessment you will be awarded a mark of zero.

Repeated non-attendance or non-submission may be grounds for disciplinary action.

If you become ill, or encounter other difficulties that you think the Board of Studies should take into account when considering your examination performance, you should fill in and submit a Mitigating Circumstances form as soon as possible (see section 15.5).

15.1.6 Feedback
The Department aims to publish provisional marks for each assessment within four term-weeks of the date of examination or submission. You can access your own marks for the current academic year at:

https://www.cs.york.ac.uk/exams/provisionalmarks/

Marks for previous years are available in e:Vision.

For open assessments, the same page provides links to brief written feedback on your work. For closed exams, you will have supervised access to your marked scripts. The dates and times of access sessions are announced well in advance.

Written feedback and script-access sessions should normally be enough for you to understand why you obtained the mark you did. However, if you wish to query a mark you are awarded for an (open or closed) assessment, for some good reason, you may write to the Chair of the Board of Examiners, querying the mark and giving your reasons for doing so. “I thought I had done better” is not an acceptable reason. Nor can you appeal simply against the academic judgement of examiners, “I thought my description deserved 9/10, but the examiner awarded 6/10”.

15.1.7 The Data Protection Act and examinations
You may obtain all personal data produced and processed for the purpose of examinations and assessment by making what is legally called a data subject request. The only exceptions to this are examination scripts, which are expressly exempted.

Internal and external examiners’ comments are both covered by the Act, and may be requested within a stipulated timescale, normally 40 days.

Minutes of Examination Boards and the Mitigating Circumstances Committee are also covered by the Act, unless the data cannot be disclosed without additionally disclosing personal data about a third party. As personal data, examination results are not disclosed to third parties without your consent. The department
provides pass lists with degree classification only for finalists who have given consent to Registry Services. Pass lists for all non-finalists are displayed without degree classification.

If you wish to make a data subject request, you should first approach the University’s Record Manager. For further information please see:

http://www.york.ac.uk/recordsmanagement/dpa/studentdata/index.htm

You will need to provide proof of identity and pay a small fee.

See section 3.5 for more details on the Data Protection Act.

15.2. Open Assessments

15.2.1 Dates of issue and submission

The dates of issue and submission of all open assessments are given in the module descriptions (http://www.cs.york.ac.uk/modules/) and summarised in the programme charts in this handbook. Submission dates are set by the Board of Studies and are staggered throughout the academic year (see section 15.1.2).

15.2.2 Issue of open assessments

For most modules, open assessments are not handed out during lectures. On the day of their issue, collect and sign for your copy of the assessment at the Departmental Reception desk.

15.2.3 Submission of open assessments

All work for open assessments by full-time students should be submitted to the Departmental Reception desk by the published deadline, unless the rubric states that submission should be made electronically. Submit your own work and sign the standard submission sheet to record the date and time of your submission. If you fail to do this you cannot expect to receive credit for your submitted work. The Reception desk does not normally accept work submitted more than 24 hours before the stipulated deadline.

If you wish to make copies of submitted work to keep for your own reference or to show to prospective employers, you must do so before handing in the work. In the absence of explicit provision to the contrary, the University is considered to own all material submitted for examination for any undergraduate and higher degrees, including software.

15.2.4 Penalties for late submission

All work submitted late, without an approved extension or recognised mitigating circumstances, has marks deducted. The standard university rule is that 10% of the available marks are deducted for each day, (or part of each day) that the work is late, up to a total of five days, including weekends and bank holidays. After five days, the work is marked at zero.

15.2.5 Extensions for open assessments

If you are likely to submit late, consult your supervisor at the earliest possible opportunity. When medical or other problems occur, you can ask for extra time to complete the assessment.

Extensions for open assessments may be granted if:
1. you have been unable to work on the assessment for at least a full working day during the assessment period, because of compelling and unforeseen circumstances beyond your control, and
2. you can present documentary evidence to confirm when and why you were unable to work

Constraints arising from employment are not acceptable grounds for an extension.

It is not the Department’s practice to give extensions due to problems with your own personal computer. Similarly, an extension will not be given if the department’s computers are at fault, but a reasonable amount of time is available before or after the problem.

**Extension Periods**

 Extensions are always for some whole number of working days, not counting weekends or bank holidays. If the above conditions are satisfied, you may be allowed an extra day for every full day of the standard assessment period for which you were unable to work. A shorter extension, or no extension, may be granted:

1. if only a short period was lost at an early stage in a lengthy assessment, or
2. to avoid conflicts with other requirements of your programme of study, or
3. if necessary to allow examiners sufficient time for marking.

In any case the maximum extension period is normally two weeks.

Beyond the standard assessment period, departmental facilities provided for an assessment may no longer be available. Also, the assessment setter, or the supervisor in the case of an individual project, may not be available to discuss queries or requests for advice; however, they or an agreed deputy should at least be contactable by email or telephone.

**How to Request an Extension**

Complete and electronically submit the standard form on the CS web pages at [http://www.cs.york.ac.uk/student/extension](http://www.cs.york.ac.uk/student/extension). You will need to state:

(a) the number of full working days for which you request an extension
(b) when and why those working days were lost
(c) what documentary evidence you will provide. (It is your responsibility to arrange for this evidence to be sent to the departmental reception desk.)

You may complete such a form at any time during the assessment period, up to the normal submission deadline. If you do not have internet access when you need to request an extension, ask a member of staff to enter a request for you.

Confirmation of your request is automatically emailed to you when you submit a form. Attached to the email will be a Mitigating Circumstances form in pdf format. Print this form and submit it along with the evidence to support your request as soon as this evidence becomes available. Details are also sent to appropriate staff.

If a request is approved, your submission deadline is postponed by the appropriate number of days. If it is rejected, or if documentary evidence is not received, any submission after the original deadline is treated as a late submission in the usual way.

If a request is neither approved nor rejected by the normal submission deadline, you should submit as promptly as you can. You may yet obtain approval for an extension. But if you end up submitting after the
normal deadline without an approved extension, you have the option of completing a Mitigating Circumstances form.

**15.2.6 Format of submission**

Submissions must carry your examination number. Your name and/or username must not be present anywhere in your submission. The only exceptions to this rule are:

- Learning journals for industrial placements
- Reports for the ISMs listed in section 14.1

For all other open assessments, you must submit a cover page with at least the following information on it:

- Your examination number (not your student number)
- The title of the assessment (and the module name, if different)
- The module code (e.g. COM00001C)

If you submit more than one document there should be a cover page for each one.

Ensure that your written work is legible and neatly laid out. It is difficult to give a good mark to work that is hard to read. Proof-read and spell-check your work before you hand it in. It is surprising how many sentences are written that do not make sense, or contain spelling mistakes.

Make sure that your submission is firmly fixed together (a staple is fine), but ensure that all pages can be read without the examiner having to remove staples, dismantle bindings etc.

**15.2.7 Citations and references**

All assessments submitted should use the IEEE style of referencing, unless otherwise stated. This applies to both projects and open assessments. The following description of the style is based on the IEEE’s Author Guide, 2007.

A numbered list of references must be provided at the end of the submission or report. The list should be arranged in the order of citation in text, not in alphabetical order. List only one reference per reference number.

In text, each reference number should be enclosed by square brackets. Citations of references may be given simply as “in [1]...”, rather than as “in reference [1]...”. Similarly, it is not necessary to mention the authors of a reference unless the mention is relevant to the text.

Further details can be found at:


and

[http://www.york.ac.uk/k-roy/pdfs/4057_booklet_IEEE_5.pdf](http://www.york.ac.uk/k-roy/pdfs/4057_booklet_IEEE_5.pdf)
15.3. Closed Examinations
15.3.1 Examination advice

- Arrive in good time. If you are late, you may be permitted to join the exam up to 30 minutes after it has started, but you cannot expect extra time at the end.
- Visit the toilet before the exam starts. If you do need to visit the toilet during the exam, raise your hand to summon an invigilator. Except in emergency, you cannot leave the exam room within the first 45 minutes or the last 15 minutes.
- Have with you your University Card to confirm your identity. Display it on the corner of your desk throughout the exam. If you fail to present your card, details will be recorded by Exams Office staff. You will have to present two forms of identification, one of them your University Card, to Exams Office within one working day of the examination, or else get a mark of zero for the exam.
- Do not have with you any books, or other reference materials of any kind.
- The only permitted items are a small clear bottle of still water and a clear pencil case or bag, which may contain pens, pencils, pencil sharpener, rubber and ruler. If the use of a calculator is permitted, standard University calculators are provided in the exam room. Details of the University–provided calculators may be found at http://www.york.ac.uk/admin/eto/exams/calculator/
- Do not communicate with anyone during an exam other than a member of staff who is invigilating. Any such communication may be regarded as academic misconduct and could result in a serious penalty.
- Clear instructions are announced at the start and end of each exam.
- The rubrics for closed assessments vary and it is important to read the rubric carefully before you start answering a paper.
- If you attempt more than the specified number of questions, only the marks for your best questions will be counted.

15.3.2 Past examination papers
The University (J.B. Morrell) Library holds a paper archive of all closed examination papers ever set by the Department. In addition, copies of past papers are available online on the Department’s web pages. Model answers, or notes on the answers expected, are also provided.

Past resit papers are not usually available online, and are not lodged in the University Library.

When a module is taught for the first time, or is radically changed, or has an examination format that differs significantly from that of previous years, the lecturer concerned is required to provide a specimen paper.

15.4. Returning Work to Students
It is a University rule that examination material must be retained for at least one year following its consideration by the full Board of Examiners.

Closed papers and Open assessments are not returned to you. However, one copy of your ISM report will be returned to you after the final examiners’ meeting of the academic year. For undergraduates, project reports are usually made available late on the last day of term, or on Degree Day.

15.5. Mitigating Circumstances
You can ask the Board of Examiners to take account of medical or compassionate circumstances that have affected any of your assessments by completing the relevant parts of a form and providing relevant supporting evidence. If you need to submit a form, do not delay; complete and submit one as soon as
possible. For the examiners to be able to take your circumstances into account, your form must be received and considered by a small committee which normally meets well before the examiners’ meetings. Forms without supporting evidence will not be considered.

For further guidance about Mitigating Circumstances, see Appendix A.

15.6. **End–of–year Progress, Resits and Awards**

The academic year 2010/11 saw the start of redesigned degree programmes across the university. New university-standard rules specify how we decide, at the end of each year, whether you have passed and may continue on your programme. If you fall short, you may need to take resits. The rules also specify how final degree classes are determined. A concise guide to the new rules is included in this handbook as Appendix B. It is also available online at:

http://www.york.ac.uk/admin/aso/teach.yrk/modreview/studentguideforugprogressionandawards.pdf

(Because there are new rules, beware of well-intended but wrong advice from students in higher years, who are still working under the previous system. If in doubt, ask your supervisor.)

15.6.1 **Resit examinations**

Resit papers normally differ from those taken the first time.

For failed open assessments you are normally required to resubmit by the middle of August. For failed closed assessments there is a timetable of resit examinations held at the university. If you pass resits, the overall mark you carry forward into later years is the greater of 40% and the overall mark based on your first attempts at all papers. If you fail resits you must normally leave the University.

Please note:

1. You are responsible for finding out which resits you have to do.
2. You are responsible for finding out when both open and closed resits will be held. Closed resit examinations are normally held in August; please see http://www.york.ac.uk/admin/eto/exams/StudentInfo/resits.htm for details.
3. You cannot take closed resit examinations abroad. So do not make unchangeable plans (e.g. non-transferable flight bookings) for the summer vacation without considering whether you will need to be in York for resits in August.
4. Resits of open laboratory-based papers normally require you to be resident in York during some or all of the period of the examination.
5. Non laboratory-based open resit papers are sent to you by post; it is your responsibility to inform the Department if they do not arrive by the scheduled date.
6. It is vital to provide up-to-date addresses for vacation (and other) periods. You can do this at https://evision.york.ac.uk/.

If you are a second year student going on industrial placement, but you have to take resits, you are expected to take them in the summer immediately following your Stage 2 examinations. Exceptionally, if this timing of resits would cause severe difficulty, you may write to the Chair of the Board of Studies seeking permission to defer the resits for one year.
16. **Undergraduate Degree Programmes in Computer Science**

The undergraduate degree programmes taught by the Department are shown in the table below.

<table>
<thead>
<tr>
<th>SITS Route</th>
<th>UCAS</th>
<th>Degree Title</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Single Subject Programmes:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UBCOMSCOM3</td>
<td>G400</td>
<td>BEng / Bsc Computer Science (CS)</td>
<td>1X0</td>
<td>2X0</td>
<td>3X0</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>UBCOMSIND4</td>
<td>G401</td>
<td>BEng / Bsc Computer Science (with a year in industry) (CS)</td>
<td>1X0S</td>
<td>2X0S</td>
<td>3X0S</td>
<td>3X0R</td>
<td>–</td>
</tr>
<tr>
<td>UMCSESCSE4</td>
<td>G460</td>
<td>MEng Computer Systems and Software Engineering (CSSE)</td>
<td>1Y0</td>
<td>2Y0</td>
<td>3Y0</td>
<td>4Y0</td>
<td>–</td>
</tr>
<tr>
<td>UBCSESEIND4*</td>
<td>–</td>
<td>BSc Computer Systems and Software Engineering (with a year in industry) (CSSE)</td>
<td>–</td>
<td>–</td>
<td>3YO</td>
<td>3Y0R</td>
<td>–</td>
</tr>
<tr>
<td>UBCSESESCSE4*</td>
<td>–</td>
<td>BSc Computer Systems and Software Engineering (CSSE)</td>
<td>–</td>
<td>–</td>
<td>3Y0</td>
<td>4Y0</td>
<td>–</td>
</tr>
<tr>
<td>UMCSESEINDS</td>
<td>G461</td>
<td>MEng Computer Systems and Software Engineering (with a year in industry) (CSSE)</td>
<td>1Y0S</td>
<td>2Y0S</td>
<td>3Y0S</td>
<td>3Y0S</td>
<td>4Y0R</td>
</tr>
<tr>
<td>UBCOMSEMB3</td>
<td>G410</td>
<td>BEng/BSc Computer Science with Embedded Systems (CSSE)</td>
<td>1E0</td>
<td>2E0</td>
<td>3E0</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>UBEMBSIND4</td>
<td>G411</td>
<td>BEng/BSc Computer Science with Embedded System Engineering (with a year in industry) (CSSE)</td>
<td>1E0S</td>
<td>2E0S</td>
<td>3E0S</td>
<td>3E0R</td>
<td>–</td>
</tr>
<tr>
<td>UCOMSEMB4</td>
<td>G412</td>
<td>MEng Computer Science with Embedded System Engineering (CSSE)</td>
<td>1F0</td>
<td>2F0</td>
<td>3F0</td>
<td>4F0</td>
<td>–</td>
</tr>
<tr>
<td>UMEMBSIND5</td>
<td>G413</td>
<td>MEng Computer Science with Embedded System Engineering (with a year in industry) (CSSE)</td>
<td>1F0S</td>
<td>2F0S</td>
<td>3F0S</td>
<td>3F0R</td>
<td>4F0R</td>
</tr>
<tr>
<td>UBCOMSEMB3*</td>
<td>–</td>
<td>BSc Computer Science with Embedded System Engineering (CSSE)</td>
<td>–</td>
<td>–</td>
<td>3F0</td>
<td>4F0</td>
<td>–</td>
</tr>
<tr>
<td>UCOMSMAIN4</td>
<td>G47</td>
<td>MEng Computer Science with Artificial Intelligence (CSAI)</td>
<td>1AO</td>
<td>2AO</td>
<td>3AO</td>
<td>4AO</td>
<td>–</td>
</tr>
<tr>
<td>UCOMSMAINS</td>
<td>G4GR</td>
<td>MEng Computer Science with Artificial Intelligence (CSAI)</td>
<td>1AOS</td>
<td>2AOS</td>
<td>3AOS</td>
<td>3A0R</td>
<td>4A0R</td>
</tr>
<tr>
<td>UBCOMSMAIN3*</td>
<td>–</td>
<td>BSc Computer Science with Artificial Intelligence (CSAI)</td>
<td>–</td>
<td>–</td>
<td>3A0</td>
<td>4AO</td>
<td>–</td>
</tr>
<tr>
<td>UCOMSSENS4</td>
<td>G492</td>
<td>MEng Computer Science with Business Enterprise Systems (CSBES)</td>
<td>1S0</td>
<td>2S0</td>
<td>3S0</td>
<td>4S0</td>
<td>–</td>
</tr>
<tr>
<td>UCOMSIND5</td>
<td>G493</td>
<td>MEng Computer Science with Business Enterprise Systems (with a year in industry) (CSBES)</td>
<td>1S0S</td>
<td>2S0S</td>
<td>3S0S</td>
<td>3S0R</td>
<td>4S0R</td>
</tr>
</tbody>
</table>

| **Combined Honours Programmes:** | | | | | | | |
| UBCOMAMAT3 | GG41 | BSc Computer Science and Mathematics (CS/M) | 1M2 | 2M2 | 3M2 | – | – |
| UBCOMAMAT4 | GGK1 | BSc Computer Science and Mathematics (with a year in industry) (CS/M) | 1M2S | 2M2S | 3M2S | 3M2R | – |
| UMMATACOM4 | GG14 | BSc Computer Science and Mathematics (CS/M) | 1N2 | 2N2 | 3N2 | 4N2 | – |
| UMMATACOM5 | GG1K | BSc Computer Science and Mathematics (with a year in industry) (CS/M) | 1N2S | 2N2S | 3N2S | 3N2R | 4N2R |

*BSc Computer Systems and Software Engineering is an alternative exit route available for students who, in the third or fourth year of the MEng (CSSE) programme, are unable to complete the fourth year to achieve the MEng. Similar BSc routes exist for the MEng programmes: CS with Artificial Intelligence, CS with Embedded Systems and CS with Business Enterprise Systems.*
Students registered for the 3-year single-subject Computer Science or Computer Science with Embedded Systems programmes will normally be asked during their final year to choose whether they want to receive a BEng or BSc degree. There is no difference in the programme content. The advantage of choosing BEng is that it shows that the programme from which you have graduated has been partially accredited by a professional engineering institution.

Our three-year Mathematics/Computer Science programme is not accredited by any professional engineering institution, and so its designation is always BSc.

The letter S is appended to indicate that the student is registered for the year in industry (or Sandwich) variant of the degree programme. The letter R is appended to denote a student who has returned from an industrial placement.

Key to Undergraduate Awards:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEng</td>
<td>Bachelor of Engineering</td>
</tr>
<tr>
<td>BSc</td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>MEng</td>
<td>Master of Engineering</td>
</tr>
<tr>
<td>MMath</td>
<td>Master of Mathematics</td>
</tr>
</tbody>
</table>
17. **BSc / MMath Computer Science and Mathematics**

17.1. **MMath Degree Regulations**

The formal regulations relating to academic progress, transfers and the award of degrees are contained in the booklet *Ordinances and Regulations*, a copy of which is issued to all students when they register at the University. The following is an explanation of how the relevant regulations are applied by the Combined Board of Studies in Computer Science and Mathematics.

Please see section 15.6 and Appendix B for details of progression and award requirements for all programmes.

17.1.1 **Transfer between BSc and MMath programmes**

Students on the MMath or BSc in Computer Science and Mathematics (with a year in industry) who do not obtain a placement, who do not complete or are deemed otherwise to have failed the placement will transfer to the MMath or BSc in Computer Science and Mathematics respectively.

**Transfers at Stage 1 and Stage 2:**

On successful completion of Stage 1, or of Stage 2, a student may transfer from the BSc in Computer Science and Mathematics to the MMath in Mathematics and Computer Science, or vice versa, subject to academic performance and any restrictions on lengthening the programme.

**Restricted transfers:**

Transfers between Computer Science programmes and the Computer Science and Mathematics Combined degree programmes are not normally permitted, owing to incompatible non-core modules.

**Transfer off MMath:**

Transfers are not normally permitted after Stage 2. However, a student who successfully completes Stage 3 of the MMath in Mathematics and Computer Science, but fails to achieve the conditions for entry to Stage 4 of the MMath in Mathematics and Computer Science, or who cannot complete Stage 4, or does not pass Stage 4 of the MMath Mathematics and Computer Science, is transferred to the BSc in Computer Science and Mathematics.
17.2. **CS / Maths Stage One Modules (1[MN]2)**

Students take 60 credits of Computer Science and 60 credits of Mathematics. All Computer Science modules are compulsory.

Assessment details were correct at the time of going to press. Please consult module web pages for up to date and more detailed information.

17.2.1 **CS/Maths Stage One Autumn, Spring and Summer Term Modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Code</th>
<th>Full Title</th>
<th>Credits</th>
<th>Status</th>
<th>Lecturer</th>
<th>Teaching</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKIL</td>
<td>COM00008C</td>
<td>Skills, Knowledge &amp; Independent Learning</td>
<td>5</td>
<td>M</td>
<td>Fiona Polack, Alan Frisch, Steve King</td>
<td>Autumn 2–10, Spring 2–10, Summer 1–4</td>
<td>TBC</td>
</tr>
<tr>
<td>TPOP</td>
<td>COM00007C</td>
<td>Theory &amp; Practice of Programming</td>
<td>20</td>
<td>M</td>
<td>Alan Frisch, John Clark, William Smith</td>
<td>Autumn 2–10, Spring 2–10</td>
<td>Closed: hrs – Summer 5, Closed Lab Assessment Closed: 2.00 hrs – Summer 6–7</td>
</tr>
</tbody>
</table>
17.3. **CS / Maths Stage Two Modules (2[MN]2)**

Students take 60 credits of Computer Science and 60 credits of Mathematics. Assessment details were correct at the time of going to press. Please consult module web pages for up to date and more detailed information.

### 17.3.1 CS/Maths Stage Two Autumn Term Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Code</th>
<th>Full Title</th>
<th>Credits</th>
<th>Status</th>
<th>Lecturer</th>
<th>Teaching</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>POPL</td>
<td>COM00005I</td>
<td>Principles of Programming Languages</td>
<td>20</td>
<td>M</td>
<td>Alan Burns, Alan Wood</td>
<td>Autumn 2–10</td>
<td>Open: Aut/9/Wed–Aut/10/Wed Closed: 2.00hrs – Spring 1</td>
</tr>
</tbody>
</table>

### 17.3.2 CS/Maths Stage Two Spring and Summer Term Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Code</th>
<th>Full Title</th>
<th>Credits</th>
<th>Status</th>
<th>Lecturer</th>
<th>Teaching</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>ARIN</td>
<td>COM00001I</td>
<td>Artificial Intelligence</td>
<td>20</td>
<td>M</td>
<td>James Cussens, Dimitar Kazakov, Suresh Manandhar</td>
<td>Spring 2–10, Summer 1–4</td>
<td>3 Assessed Practicals: Spring 6, Spring 9, Summer 4 Closed: 3.00 hrs – Summer 5–7</td>
</tr>
<tr>
<td>COCO</td>
<td>COM00002I</td>
<td>Computability &amp; Complexity</td>
<td>10</td>
<td>M</td>
<td>Detlef Plump</td>
<td>Spring 2–10, Summer 1</td>
<td>Closed: 1.50 hrs – Summer 5–7</td>
</tr>
<tr>
<td>VIGR</td>
<td>COM00009I</td>
<td>Vision &amp; Graphics</td>
<td>10</td>
<td>M</td>
<td>Adrian Bors, William Smith</td>
<td>Spring 2–10, Summer 1–4</td>
<td>Closed: 2.00 hrs – Summer 5–7</td>
</tr>
</tbody>
</table>
17.4. **CS / Maths Stage Three Modules (3[MN]1|3)**

At the time of going to press, Stage Three modules to be taught in 2012/13 have yet to be confirmed. More details will be made available when the options process opens.

**BSc CS/Maths**

- You must take a 40-credit ISM, either in Computer Science or Mathematics.
- Students who take the ISM in CS take a further 20 or 40 credits of CS option modules, and 60 or 40 credits of Mathematics option modules.
- Students who take the ISM in Maths take a further 20 or 40 credits of Mathematics option modules, and 60 or 40 credits of CS option modules.

**MMath CS/Maths**

- Students take 60 credits of CS option modules (all 20 credits, full stage), and 60 credits of Mathematics modules.
18. BEng and MEng Programmes with shared pathways (CS, CSSE, CSESE, CSAI and CSBES)

This section of the handbook deals with the undergraduate programmes:

1. CS BEng/BSc Computer Science,
2. CSSE MEng Computer Systems and Software Engineering,
3. CSESE BEng and MEng Computer Science with Embedded Systems Engineering,
4. CSAI MEng Computer Science with Artificial Intelligence, and
5. CSBES MEng Computer Science with Business Enterprise Systems

18.1. BEng programmes (CS and CSESE)

The BEng degrees are Bachelor-level degrees awarded at the end of three taught undergraduate years. The BEng/BSc CS and BEng/BSc CSESE programmes share common modules in Stage 1 (see section 18.3). Details of Stage 2 modules can be found in section 18.4, and detailed information about Stage 3 modules will be made available in future handbooks.

18.2. MEng programmes (CSSE, CSESE, CSAI, CSBES)

The MEng degrees are integrated masters degrees awarded at the end of four taught undergraduate years. The MEng programmes in CSSE, CSESE, and CSAI share common modules in Stages 1 and 2. The MEng CSBES programme includes some specialist modules in Stages 1 and 2. See section 18.3 for Stage 1 modules and section 18.4 for Stage 2 modules; details of Stage 3 and 4 modules will be made available in future handbooks.

The formal regulations relating to academic progress, transfers and the award of degrees are contained in the booklet Ordinances and Regulations, a copy of which is issued to all students when they register at the University. The following is an explanation of how the relevant regulations are interpreted by the Board of Studies and by the Senate of the University, which may delegate its powers in these matters to the Special Cases Committee.

Please see section 15.6 and Appendix B for details of progression and award requirements for all programmes.

18.2.1 Transfer between BEng and MEng programmes

Students on the BEng/BSc/MEng programmes with a year in industry who do not obtain a placement, who do not complete or are deemed otherwise to have failed the placement will transfer to the non-placement variant of the programme.

Transfers at stage 1:
On successful completion of stage 1, a student may transfer between MEng in Computer Systems and Software Engineering, MEng in Computer Science with Embedded Systems Engineering, BEng in Computer Science with Embedded Systems, MEng in Computer Science with Artificial Intelligence and BEng/BSc in Computer Science.

Transfers at stage 2:
On successful completion of stage 2, a student may transfer between MEng in Computer Systems and Software Engineering, MEng in Computer Science with Artificial Intelligence and BEng/BSc in Computer Science, subject to any restrictions on lengthening the programme.
On successful completion of stage 2, a student who has taken the stage 2 Hardware Project module may transfer from MEng in Computer Systems and Software Engineering or BEng/BSc in Computer Science to MEng in Computer Science with Embedded Systems or BEng in Computer Science with Embedded Systems, subject to any restrictions on lengthening the programme.

On successful completion of stage 2, a student can transfer to MEng in Computer Systems and Software Engineering from MEng in Computer Science with Artificial Intelligence, or BEng/BSc in Computer Science, MEng in Computer Science with Embedded Systems or BEng in Computer Science with Embedded Systems subject to any restrictions on lengthening the programme.

**Restricted transfers:**
Transfers between MEng in Computer Systems and Software Engineering, MEng Computer Science with Embedded Systems Engineering, MEng Computer Science with Artificial Intelligence or BEng/BSc in Computer Science, and MEng in Computer Science with Business Enterprise Systems are not permitted after the Autumn term of Stage 1, owing to incompatible core modules.
Transfers between Computer Science programmes and the Computer Science and Mathematics combined degree programmes are not normally permitted, owing to incompatible non-core modules.

**Transfer off MEng:**
Transfers are not normally permitted after stage 2. However, a student who successfully completes stage 3 of the MEng in Computer Systems and Software Engineering or MEng in Computer Science with Embedded Systems Engineering but fails to achieve the conditions for entry to stage 4 of the respective degree or who cannot complete stage 4, or does not pass stage 4, is transferred to the BSc Computer Systems and Software Engineering, an exit-only degree.

A student who successfully completes stage 3 of the MEng in Computer Science with Artificial Intelligence, but fails to achieve the conditions for entry to stage 4 of the MEng in Computer Science with Artificial Intelligence, or who cannot complete stage 4, or does not pass stage 4 of the MEng in Computer Science with Artificial Intelligence, is transferred to the BSc Computer Science (Artificial Intelligence), an exit-only degree.

A student who successfully completes stage 3 of the MEng in Computer Science with Business Enterprise Systems, but fails to achieve the conditions for entry to stage 4 of the MEng in Computer Science with Business Enterprise Systems, or who cannot complete stage 4, or does not pass stage 4 of the MEng in Computer Science with Business Enterprise Systems, is transferred to the BSc Computer Science (Business Enterprise Systems), an exit-only degree.
18.3. Stage One modules for BEng CS (1X0) and CSESE (1E0) and for MEng programmes CSSE (1Y0), CSESE (1F0), CSAI (1A0) and CSBES (1S0)

All modules are compulsory.

Assessment details were correct at the time of going to press. Please consult module web pages for up to date and more detailed information.

18.3.1 BEng/BSc CS and MEng CSSE, CSESE, CSAI Autumn Term Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Code</th>
<th>Full Title</th>
<th>Credits</th>
<th>Status</th>
<th>Lecturer</th>
<th>Teaching</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
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<td>Human Aspects of Computer Science</td>
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</table>

18.3.2 BEng/BSc CS and MEng CSSE, CSESE, CSAI Autumn, Spring and Summer Term Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Code</th>
<th>Full Title</th>
<th>Credits</th>
<th>Status</th>
<th>Lecturer</th>
<th>Teaching</th>
<th>Assessments</th>
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<td>Closed: 1.50 hrs – Summer 6–7</td>
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<tr>
<td>MFCS</td>
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<td>20</td>
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<td>Closed: 1.50 hrs – Summer 6–7</td>
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<tr>
<td>SKIL</td>
<td>COM00008C</td>
<td>Skills, Knowledge &amp; Independent Learning</td>
<td>5</td>
<td>M</td>
<td>Fiona Polack, Alan Frisch, Steve King</td>
<td>Autumn 2–10, Spring 2–10, Summer 1–4</td>
<td>TBC</td>
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<tr>
<td>TPOP</td>
<td>COM00007C</td>
<td>Theory &amp; Practice of Programming</td>
<td>20</td>
<td>M</td>
<td>Alan Frisch, John Clark, William Smith</td>
<td>Autumn 2–10, Spring 2–10</td>
<td>Closed: hrs – Summer 5, Closed Lab Assessment</td>
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</table>
### 18.3.3 BEng/BSc and MEng CSSE, CSESE, CSAI Stage One Spring and Summer Term Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Code</th>
<th>Full Title</th>
<th>Credits</th>
<th>Status</th>
<th>Lecturer</th>
<th>Teaching</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| DACS   | COM00002C  | Digital Architecture Circuits & Systems | 30      | M      | Christopher Crispin-Bailey, Mike Freeman, Nick Pears | Spring 2–10, Summer 1–4 | Digital Architecture Circuits & Systems – Lab Assessment 1 (Technical Reports): Spr/7/Mon – Sum/1/Wed  
Digital Architecture Circuits & Systems – Lab Assessment 2 (Log-Book): Spr/5/Mon – Sum/5/Wed  
Closed: 2.00 hrs – Summer 6–7  
Closed: 1.00 hrs – Summer 6–7 |
| NUMA   | COM00006C  | Numerical Analysis                  | 10      | M      | Richard Wilson                    | Summer 1–4        | Closed: 2.00 hrs – Summer 6–7                                               |
### 18.3.4 MEng CSBES Stage One Autumn Term Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Code</th>
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### 18.3.5 MEng CSBES Stage One Autumn, Spring and Summer Term Modules

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<tr>
<th>Module</th>
<th>Code</th>
<th>Full Title</th>
<th>Credits</th>
<th>Status</th>
<th>Lecturer</th>
<th>Teaching</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>SKIL</td>
<td>COM00008C</td>
<td>Skills, Knowledge &amp; Independent Learning</td>
<td>5</td>
<td>M</td>
<td>Fiona Polack, Alan Frisch, Steve King</td>
<td>Autumn 2–10, Spring 2–10, Summer 1–4</td>
<td>TBC</td>
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<tr>
<td>TPOP</td>
<td>COM00007C</td>
<td>Theory &amp; Practice of Programming</td>
<td>20</td>
<td>M</td>
<td>Alan Frisch, John Clark, William Smith</td>
<td>Autumn 2–10, Spring 2–10</td>
<td>Closed: hrs – Summer 5, Closed Lab Assessment Closed: 2.00 hrs – Summer 6–7</td>
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### 18.3.6 MEng CSBES Stage One Spring and Summer Term Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Code</th>
<th>Full Title</th>
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<th>Lecturer</th>
<th>Teaching</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>NUMA</td>
<td>COM00006C</td>
<td>Numerical Analysis</td>
<td>10</td>
<td>M</td>
<td>Richard Wilson</td>
<td>Summer 1–4</td>
<td>Closed: 2.00 hrs – Summer 6–7</td>
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</table>
18.4. Stage Two modules for BEng/BSc CS (2X0) and CSESE (2E0) and for MEng programmes CSSE (2Y0), CSESE (2F0), CSAI (2A0) and CSBES (2S0)

See section 10.2 for general information about choosing modules (if appropriate). Modules are listed in sections 18.4.2 – 18.4.10.

18.4.1 Rules

• All students take a combination of modules worth 120 credits.
• 2E0 and 2F0 students must take the Hardware Project (HAPR).
• 2X0, 2Y0 and 2A0 students choose either the Hardware Project (HAPR) or the Software Engineering Project (SEPR).
• 2S0 students take 120 credits of compulsory modules, including the Software Engineering Project (SEPR).

Assessment details in the following programme tables were correct at the time of going to press. Please consult module web pages for up to date and more detailed information.
18.4.2  **BEng/BSc CS and MEng CSSE, CSAI Stage Two Autumn Term Modules**

<table>
<thead>
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<th>Module</th>
<th>Code</th>
<th>Full Title</th>
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<th>Status</th>
<th>Lecturer</th>
<th>Teaching</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>POPL</td>
<td>COM00005I</td>
<td>Principles of Programming Languages</td>
<td>20</td>
<td>M</td>
<td>Alan Burns, Alan Wood</td>
<td>Autumn 2–10</td>
<td>Open: Aut/9/Wed – Aut/10/Wed</td>
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</table>

18.4.3  **BEng/BSc CS and MEng CSSE, CSAI Stage Two Autumn, Spring and Summer Term Modules**

<table>
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<tr>
<th>Module</th>
<th>Code</th>
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<th>Status</th>
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<th>Teaching</th>
<th>Assessments</th>
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<tr>
<td>HAPR</td>
<td>COM00004I</td>
<td>Hardware Project</td>
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<td>O</td>
<td>Christopher Crispin-Bailey, Nick Pears</td>
<td>Autumn 2–10, Spring 2–10, Summer 1–4</td>
<td>Hardware Project Software submission: Spr/2/Mon – Spr/10/Fri</td>
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<td>Software Engineering Project – Team Assessments 4: Sum/2/Wed – Sum/3/Wed</td>
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<tr>
<td>SYAC</td>
<td>COM00007I</td>
<td>Systems Software &amp; Compilers</td>
<td>30</td>
<td>M</td>
<td>Iain Bate, Neil Audsley, Matthew Naylor</td>
<td>Autumn 2–10, Spring 2–10, Summer 1–4</td>
<td>Closed: 1.50 hrs – Spring 1</td>
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### 18.4.4 BEng/BSc CS and MEng CSSE, CSAI Stage Two Spring and Summer Term Modules

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<th>Module</th>
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<th>Teaching</th>
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<tbody>
<tr>
<td>ARIN</td>
<td>COM00001I</td>
<td>Artificial Intelligence</td>
<td>20</td>
<td>M</td>
<td>James Cussens, Dimitar Kazakov, Suresh Manandhar</td>
<td>Spring 2–10, Summer 1–4</td>
<td>3 Assessed Practicals: Spring 6, Spring 9, Summer 4, Summer 5–7</td>
</tr>
<tr>
<td>COCO</td>
<td>COM00002I</td>
<td>Computability &amp; Complexity</td>
<td>10</td>
<td>M</td>
<td>Detlef Plump</td>
<td>Spring 2–10, Summer 1</td>
<td>Closed: 1.50 hrs – Summer 5–7</td>
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<td>VIGR</td>
<td>COM00009I</td>
<td>Vision &amp; Graphics</td>
<td>10</td>
<td>M</td>
<td>Adrian Bors, William Smith</td>
<td>Spring 2–10, Summer 1–4</td>
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### 18.4.5 BEng CSESE and MEng CSESE Stage Two Autumn Term Modules

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<th>Module</th>
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<th>Teaching</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>POPL</td>
<td>COM00005I</td>
<td>Principles of Programming Languages</td>
<td>20</td>
<td>M</td>
<td>Alan Burns, Alan Wood</td>
<td>Autumn 2–10</td>
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### 18.4.6 BEng CSESE and MEng CSESE Stage Two Autumn, Spring and Summer Term Modules

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<th>Module</th>
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<td>Hardware Project</td>
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<td>M</td>
<td>Christopher Crispin-Bailey, Nick Pears</td>
<td>Autumn 2–10, Spring 2–10, Summer 1–4</td>
<td>Hardware Project Software submission: Spr/2/Mon – Spr/10/Fri, Hardware Project Software demonstration: Spr/10/Thu – Spr/10/Fri, Hardware Project Report: Spr/2/Mon – Sum/3/Wed</td>
</tr>
<tr>
<td>SYAC</td>
<td>COM00007I</td>
<td>Systems Software &amp; Compilers</td>
<td>30</td>
<td>M</td>
<td>Iain Bate, Neil Audsley, Matthew Naylor</td>
<td>Autumn 2–10, Spring 2–10, Summer 1–4</td>
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### 18.4.7 BEng CSESE and MEng CSESE Stage Two Spring and Summer Term Modules

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<th>Teaching</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>ARIN</td>
<td>COM00001I</td>
<td>Artificial Intelligence</td>
<td>20</td>
<td>M</td>
<td>James Cussens, Dimitar Kazakov, Suresh Manandhar</td>
<td>Spring 2–10, Summer 1–4</td>
<td>3 Assessed Practicals: Spring 6, Spring 9, Summer 4</td>
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<tr>
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<td>COM00002I</td>
<td>Computability &amp; Complexity</td>
<td>10</td>
<td>M</td>
<td>Detlef Plump</td>
<td>Spring 2–10, Summer 1</td>
<td>Closed: 1.50 hrs – Summer 5–7</td>
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<td>VIGR</td>
<td>COM00009I</td>
<td>Vision &amp; Graphics</td>
<td>10</td>
<td>M</td>
<td>Adrian Bors, William Smith</td>
<td>Spring 2–10, Summer 1–4</td>
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### 18.4.8 MEng CSBES Stage Two Autumn Term Modules

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<th>Lecturer</th>
<th>Teaching</th>
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<tr>
<td>POPL</td>
<td>COM00005I</td>
<td>Principles of Programming Languages</td>
<td>20</td>
<td>M</td>
<td>Alan Burns, Alan Wood</td>
<td>Autumn 2–10</td>
<td>Open: Aut/9/Wed–Aut/10/Wed Closed: 2.00hrs – Spring 1</td>
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### 18.4.9 MEng CSBES Stage Two Autumn, Spring and Summer Term Modules

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<th>Module</th>
<th>Code</th>
<th>Full Title</th>
<th>Credits</th>
<th>Status</th>
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<tr>
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<td>Enterprise Seminars – Open Assessment: Sum/1/Wed – Sum/4/Wed</td>
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<td></td>
<td></td>
<td>Software Engineering Project – Team Assessments 4: Sum/2/Wed – Sum/3/Wed</td>
</tr>
</tbody>
</table>
### 18.4.10 MEng CSBES Stage Two Spring and Summer Term Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Code</th>
<th>Full Title</th>
<th>Credits</th>
<th>Status</th>
<th>Lecturer</th>
<th>Teaching</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARIN</td>
<td>COM00001I</td>
<td>Artificial Intelligence</td>
<td>20</td>
<td>M</td>
<td>James Cussens, Dimitar Kazakov, Suresh Manandhar</td>
<td>Spring 2–10, Summer 1–4</td>
<td>3 Assessed Practicals: Spring 6, Spring 9, Summer 4, Summer 5–7</td>
</tr>
<tr>
<td>COCO</td>
<td>COM00002I</td>
<td>Computability &amp; Complexity</td>
<td>10</td>
<td>M</td>
<td>Detlef Plump</td>
<td>Spring 2–10, Summer 1</td>
<td>Closed: 1.50 hrs – Summer 5–7</td>
</tr>
<tr>
<td>SEOA</td>
<td>COM00006I</td>
<td>Service Oriented Architectures</td>
<td>10</td>
<td>M</td>
<td>Dimitris Kolovos</td>
<td>Spring 2–10, Summer 1–4</td>
<td>Closed: 2.00 hrs – Summer 5–7</td>
</tr>
</tbody>
</table>
18.5. Stage Three modules for BEng/BSc CS (3X0) and CSESE (3E0) and for MEng programmes CSSE (3Y0), CSESE (3F0), CSAI (3A0) and CSBES (3S0)

See Section 10.2 for general information about choosing modules.

18.5.1 Rules

- All students take a combination of modules worth 120 credits.
- The 40-credit ISM (PRUB) is compulsory for BEng/BSc (3X0 and 3E0) students.
- MEng (3Y0, 3F0, 3A0, 3S0) students do not take an ISM in stage 3.

18.5.2 Notes

3X0 and 3E0 students may choose whether to graduate with a BEng or BSc degree. There is no difference in content between BEng and BSc.

18.5.3 Prerequisites and corequisites

Some modules have prerequisites (modules you must have taken in previous stages) or corequisites (modules you must take in the same stage). These are listed below.

- MAIG: prerequisite ARIN (Stage 2)
- CVIS: prerequisite ARIN (Stage 2), corequisite MLAP (Stage 3)

18.5.4 Stage Three Modules

At the time of going to press, Stage Three modules to be taught in 2012/13 have yet to be confirmed. However, the following modules are expected to be available. More details will be made available when the options process opens.

<table>
<thead>
<tr>
<th>Module</th>
<th>Full Title</th>
<th>Credits</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>Analysable Real-Time Systems</td>
<td>20</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>INCA</td>
<td>Introduction to Neural Computing and Applications</td>
<td>20</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>MAIG</td>
<td>Multi-Agent Interaction and Games</td>
<td>20</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>CVIS</td>
<td>Computer Vision</td>
<td>20</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>MLAP</td>
<td>Machine Learning and Applications</td>
<td>20</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>NSTC</td>
<td>Non-Standard Computation</td>
<td>20</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>GRAT</td>
<td>Computing by Graph Transformation</td>
<td>20</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>ENAR</td>
<td>Enterprise Architecture</td>
<td>20</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>ESDI</td>
<td>Embedded System Design and Implementation</td>
<td>20</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>CLAD</td>
<td>Computer Languages Design</td>
<td>20</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>PCOC</td>
<td>Correctness by Construction</td>
<td>20</td>
<td>Autumn, Spring, Summer</td>
</tr>
</tbody>
</table>
Appendix A  
Mitigating Circumstances Policy Guidance for Students

What counts as a mitigating circumstance?
The University defines a mitigating circumstance as a problem that you have encountered which goes beyond the normal difficulties experienced in life and that has affected your academic performance adversely during the assessment period for which you are claiming.

The following guidance outlines the policy, procedure and evidence you need to submit if you want to make a claim for mitigating circumstances.

How and when do I make a claim?
You must notify your department of mitigating circumstances by submitting the Mitigating Circumstances Claim Form by the department’s deadline (see your department’s website for details). If you are requesting an extension you must submit your claim before the submission deadline. The form is available from the Departmental Reception Desk and online at http://www.cs.york.ac.uk/student/assessment/mitigating-circumstances/. In Computer Science, if you wish to request a deadline extension, complete the online form at http://www.cs.york.ac.uk/student/extension/. A mitigating circumstances form will be generated for you.

In the unlikely event that your mitigating circumstances prevent you from submitting your claim at the appropriate time, you should submit your claim as soon as you are able to do so. The evidence should show clearly why you were unable to submit the claim before the date of the assessment or the deadline for submission of the assessment.

The claim form
You should use the University Mitigating Circumstances Form to inform your department about circumstances that have arisen and/or problems you have encountered that you believe may or have affected your academic performance in assessments. The form is available from the Departmental Reception desk or at http://www.cs.york.ac.uk/student/assessment/mitigating-circumstances/

Information to assist you to complete the mitigating circumstances form:

PART A:  
Name, Student Number, Programme Title and Department - You must complete all these sections.

Brief details of your mitigating circumstances
You must describe briefly and clearly the relevant circumstances involved, and how you feel that these affected you in relation to any assessment, for example having taken an exam whilst ill or completed coursework whilst experiencing exceptional personal difficulties (see below for more details).

List supporting evidence submitted
Enter details here of the documentary evidence you are submitting. These details should show the mitigating circumstances involved, relevant dates and evidence source, for example your doctor. Securely attach your evidence to the form. Without relevant supporting evidence it is likely that your claim will be rejected (see below for details).

Details of assessments affected
You must list each assessment that you believe will be or has been affected by the mitigating circumstances you are claiming and complete all sections.

Student Declaration:
You must read and sign the declaration and insert the date you signed the declaration.

PART B: This is for official use and must NOT be completed by you.
Additional Information:

How is my claim considered?
Your circumstances will normally be considered by a Mitigating Circumstances Committee (MCC), which will meet at least twice each term. Students cannot attend these meetings.

The MCC can consider your claim only if you have both completed the Mitigating Circumstances Claim form and submitted relevant evidence supporting your claim. Your claim will remain confidential and will be disclosed only to the MCC and those administering the Committee. For this reason your claim cannot be anonymous. If, however, you appeal against the decision of the MCC, members of the University’s Special Cases Committee and its administrator will see your claim and the associated evidence.

What are the possible outcomes of my claim?
If your claim is ACCEPTED, it is usual that either you will be permitted to attempt the assessment again, or you will be granted an extension to the submission deadline.

If you are permitted a new attempt and you accept this option, and you received a mark for your original attempt, the original mark becomes void and is replaced with the mark for the new attempt.

If your claim is NOT ACCEPTED, the original mark for the assessment will stand. This mark could be a mark of zero if you have not taken the original assessment.

How will I be notified of the MCC’s decision?
You will receive written/email notification of the MCC’s decision. You will be informed of the reason if your claim is rejected.

What evidence do I need to provide if I am ill?
If you fall ill and can go to the University’s Health Centre, you can be seen by a Medical Advisor there. They will complete the ‘Confirmation of Illness Affecting Assessment’ form which you can use as evidence for your mitigating circumstances claim. This service is available for all students even if they are registered with another doctor.

If you cannot go to the University’s Health Centre you can obtain evidence from another doctor. Please take a copy of the ‘Confirmation of Illness Affecting Assessment’ form with you.

Other third party medical evidence can also be considered, such as evidence of emergency treatment (e.g. from a dentist, Accident and Emergency doctor and others). This evidence should state the nature of your illness/injury and the length of time you will not be able to engage with academic work effectively.

If you have suffered from long-term illness you should provide a medical certificate or letter from your usual doctor or hospital consultant. Letters from the Open Door Team regarding medical conditions should specifically state that “the Open Door team is in possession of documentary medical evidence to support this request” and state who has provided the evidence. (Letters from the Open Door Team regarding non-medical conditions are discussed below.)

What other circumstances are normally accepted and what evidence do I need to provide?
For all students:

<table>
<thead>
<tr>
<th>Circumstances normally accepted</th>
<th>Examples of evidence that would support a claim based on this circumstance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compassionate grounds</td>
<td>A letter from the Open Door Team, a counsellor or a relevant independent third-party explaining that, in their professional opinion, the circumstances have had a serious impact on your ability to engage with academic work effectively during the assessment period in question</td>
</tr>
<tr>
<td>Exceptional personal circumstances(^2)</td>
<td>A letter from the Open Door Team, a counsellor or a relevant independent third-party explaining that, in their professional opinion, the circumstances have had a serious impact on your ability to engage with academic work effectively during the assessment period in question</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Close bereavement(^3)</td>
<td>A death certificate</td>
</tr>
<tr>
<td>Victim of a serious crime</td>
<td>A crime report and number</td>
</tr>
<tr>
<td>Disabilities for which reasonable adjustments are not yet in place and where the delay is not due to the student</td>
<td>A letter from the Disability Services</td>
</tr>
<tr>
<td>Serious and unforeseeable transport difficulties</td>
<td>A letter from the relevant transport company or evidence of a major road incident</td>
</tr>
<tr>
<td>Interviews for placements or for employment</td>
<td>Evidence showing that the interview date cannot be rearranged</td>
</tr>
<tr>
<td>Legal proceedings requiring attendance</td>
<td>A letter from a solicitor or a court</td>
</tr>
</tbody>
</table>

For part-time students and research students in their writing-up period:

| Paid work commitments or constraints arising from paid employment | Evidence of employment explaining that the circumstances have had a serious impact on your ability to engage with academic work effectively during the assessment period in question |

Note: The timing and nature of the above circumstances should have adversely affected your performance on the assessment(s) for which you are claiming mitigating circumstances.

**What does not count as a mitigating circumstance?**

- Paid work commitments or constraints arising from paid employment for full-time students;
- Minor illnesses, for example, those for which only self-certification under the University scheme is available;
- Disabilities for which reasonable adjustments have been made or where you have experience or time to manage the situation;
- Long-standing minor medical conditions such as hay fever;
- Over-sleeping;
- Holidays;
- Minor everyday surmountable obstacles, for example, disruption to normal domestic routine;
- English being a second language;
- Moving house;
- Deadlines for work being set close together;
- Planned health appointments;
- Financial difficulties;
- Breakdown of personal relationships unless leading to compassionate circumstances as described above;
- Weddings;
- Unavailability of course books/resources;
- Attending or taking part in sporting or social events;
- Voluntary work;
- Unreasonable refusal to return to York for assessments scheduled in the vacation 're-sit' period.

\(^2\) For example, the illness of a dependent or the repossession of your accommodation.

\(^3\) The following relatives are accepted as 'close' without further evidence: spouse, child, parent, sibling, grandparent, and grandchild. For other bereavements, evidence of closeness in the form of a statement from a third party should also be provided. Additional evidence should be provided where mitigation is claimed for an extended period where the bereavement is not close, for example, for more than a fortnight following the death of the relevant person.
• Mitigating circumstances that affect an individual in relation to group assessed work cannot be claimed by other members of the group

What circumstances are never accepted?
• Loss of work not backed-up on disk or printing problems.
• Misreading of the examination timetable.

Why might my claim be rejected?
• The form is incomplete;
• No independent documentary evidence has been supplied to support the request (letters from family, fellow students or academic supervisors are not normally sufficient on their own);
• The timing of the circumstances cited would not have adversely affected the assessment(s);
• The evidence submitted does not support the claim that the nature of the circumstances was over and above the normal difficulties;
• The form was not submitted by the department deadline and the mitigating circumstances would not have prevented you making a claim by the deadline;
• Sufficient mitigation has already been made for the same circumstances;
• The mitigating circumstance is a disability for which reasonable adjustments have been made.
• The circumstances are not, or not normally, accepted under Mitigating Circumstances Policy

How do you appeal against the decision of the MCC?
If the Board of Studies had not yet received the recommendation of the MCC you can ask the Board to consider your appeal. You should write to the Chair of the Board of Studies stating why you think the MCC has reached the wrong decision in your case.

If the Board of Studies has already received and approved the MCC’s recommendation you will need to appeal to the Special Cases Committee. You should write to the Special Cases Administrator stating why you think the MCC has reached the wrong decision in your case. You should do this within four weeks of receiving notice of the MCC’s decision.

Information and advice on appeals is available from: the administrator to Special Cases Committee: student-support@york.ac.uk and YUSU/GSA – academic@yusu.org or advice@yorkgsa.org

The University’s Academic Appeals Regulations can be found at: http://www.york.ac.uk/about/organisation/governance/corporate-publications/ordinances-and-regulations/regulation-6/#6.7
This guide sets out the University rules relating to assessment, progression and award for students starting undergraduate programmes from 2010/11 onwards. The guide highlights the key rules and requirements concerning progression through your programme and your award at the end of your programme. Full details of the assessment rules can be found at:

http://www.york.ac.uk/admin/aso/teach/modular/assessandaward.pdf

Details of how your work will be assessed and marked and how you will receive feedback will be included in your student handbook and departmental web pages. If you are ever in any doubt, please speak to your academic supervisor.

SUMMARY

- To be eligible for an award from the University of York, you must:
  - undertake an approved programme of study,
  - obtain a specified number of credits at specified levels, and
  - meet any other requirements of the award as specified in the Award and programme specifications and other University regulations (e.g. payment of fees, completion of the Academic Integrity online tutorial, requirements of professional bodies).

Your programme of study is made up of stages. Each stage is made up of modules covering different topics. Modules are of different sizes and shapes and credits are awarded if assessment requirements are met. In each stage you will be registered on 120 credits worth of modules. Each module will be assessed and you need to pass enough of these assessments to pass the modules, accumulate the 120 credits and progress to the next stage of your programme.

If you badly fail a module assessment (below 30), you will have to be reassessed but there is a limit to the amount of reassessment allowed. If you marginally fail a module (39 – 30), you may not need to be reassessed if your overall performance in the stage is good enough to compensate. Again, there is a limit to the amount of compensation which is allowed. Higher pass marks apply to modules at Masters level.

If you are on a Bachelor’s or Integrated Masters programme, your degree classification (1st; 2:1; 2:2; 3rd) will be calculated by the overall mark for the modules in Stages 2 and later, taking into account the size of the modules (through credit weighting) and the stage (through stage weighting – later stages are weighted more heavily).

This summary is explained further through the following questions and answers. These should be read thoroughly and in the order they are presented to fully understand the progression and award system.

PROGRESSING THROUGH YOUR PROGRAMME

1. What are stages?

---

4 In addition, these rules apply to students who started in 2008/09 and in 2009 / 2010 in Music, TFTV and Law.
5 By award, we mean Masters, Bachelors or Foundation degrees, Diplomas and Certificates of Higher Education.
An undergraduate programme of study is divided into a specified number of stages, each of which is equivalent to a year of full-time study.

<table>
<thead>
<tr>
<th>Bachelors (e.g. BA / BSc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
</tr>
<tr>
<td>Stage 2</td>
</tr>
<tr>
<td>Stage 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrated Masters (e.g. MEng / MChem)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
</tr>
<tr>
<td>Stage 2</td>
</tr>
<tr>
<td>Stage 3</td>
</tr>
<tr>
<td>Stage 4</td>
</tr>
</tbody>
</table>

You must satisfy the requirements for one stage of your programme before being able to progress to the next stage. For a Bachelors degree, you need to get a credit-weighted average mark of 40 for each stage.

In an Integrated Masters, you need to get a credit-weighted average mark of 40 in Stage 1, 55 in Stage 2, 40 in Stage 3 (and a credit-weighted average mark of 50 for all modules taken in stages 2 & 3) and 50 in Stage 4.

If, after your marks have been calculated and any necessary compensation and reassessment procedures have been applied, you still do not reach the mark necessary for progression to the next stage, there are no other opportunities for continuing your studies. There are no opportunities for taking modules again.

2. **How do modules and module credits relate to stages?**

Each stage is made up of modules which you will take. Each of the modules you undertake will have a credit value\(^{6}\) (e.g. 10 credits – 20 credits – etc.) and a credit level.\(^{7}\) You will achieve the credit for a module by passing the module assessments. Modules are assessed by a range of methods which will result in a numerical module mark out of 100.

In order to satisfy the requirements for each stage, you must achieve 120 credits.

3. **What do module marks mean?**

The University applies the following mark scale to undergraduate work:

| First-class Honours: | 70–100 |
| Upper second-class Honours: | 60–69 |
| Lower second-class Honours: | 50–59 |
| Third-class Honours: | 40–49 |
| Fail: | 0–39 |

A different mark scale is used for masters-level modules, including any taken as part of an undergraduate programme. The pass mark for masters-level modules is 50. If you are on an Integrated Masters programme, you will have to undertake some masters-level modules in the later stages of your programme. Some modules at this level may also be available as options in some Bachelors programmes.

\(^{6}\) One credit involves a notional workload of 10 hours. So a 10 credit module involves a notional workload of 100 hours, a 20 credit module a total of 200 hours etc. By workload, we mean all work associated with the module taken, including teaching (i.e. lectures, seminars, tutorials, workshops, labs, practicals etc), private study, work required during vacations, the preparation for assessment and assessment task(s).

\(^{7}\) The credit level indicates the module’s relative intellectual demand, complexity and depth of learning and of learner autonomy. See [http://www.york.ac.uk/admin/aso/teach/modular/creditlevels.pdf](http://www.york.ac.uk/admin/aso/teach/modular/creditlevels.pdf)
You should be aware of the higher level and pass mark for such modules when deciding whether to take them as options.

4. **What does weighting mean?**

During your programme, your module marks will be weighted in two different ways.

**Credit-weighting** means, in calculating your average stage mark, each module mark will be given more or less weighting according to the volume of credit (i.e. workload) that is associated with it. This can be done in two different ways to give the same result.

The first method is to multiply each of your module marks by the credits associated with the module, total the result and divide by 120 as seen in Column 1 below.

The second method is to take 20 credits as the base number for weighting and multiply higher or lower credit modules in relation to that base. The total is then divided by the number of 20 credit modules in 120 which is 6. This calculation can be seen in Column 2 below.

<table>
<thead>
<tr>
<th>STUDENT X</th>
<th>Column 1 – first method of calculation</th>
<th>Column 2 – second method of calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A (20 credits)</td>
<td>Mark 55 x 20 = 1100</td>
<td>Module A (20 credits)</td>
</tr>
<tr>
<td>Module B (20 credits)</td>
<td>Mark 62 x 20 = 1240</td>
<td>Module B (20 credits)</td>
</tr>
<tr>
<td>Module C (30 credits)</td>
<td>Mark 60 x 30 = 1800</td>
<td>Module C (30 credits)</td>
</tr>
<tr>
<td>Module D (30 credits)</td>
<td>Mark 42 x 30 = 1260</td>
<td>Module D (30 credits)</td>
</tr>
<tr>
<td>Module E (10 credits)</td>
<td>Mark 70 x 10 = 700</td>
<td>Module E (10 credits)</td>
</tr>
<tr>
<td>Module F (10 credits)</td>
<td>Mark 75 x 10 = 750</td>
<td>Module F (10 credits)</td>
</tr>
<tr>
<td>Total 6850 ÷ 120 = 57</td>
<td></td>
<td>Total 343 ÷ 6 = 57</td>
</tr>
<tr>
<td>57 is the credit-weighted mean mark for the stage</td>
<td>57 is the credit-weighted mean mark for the stage</td>
<td></td>
</tr>
</tbody>
</table>

Your degree classification will also be subject to **Stage-weighting**. Later stages of your programme are given more importance in terms of the final classification than earlier stages. This is because the later stages of your programme represent higher levels of work and are the culmination of your achievements and abilities. See Question 6 below for an explanation of stage weighting.

5. **How many credits do I need for a degree?** **AWARD REQUIREMENTS**

A degree is awarded on the basis of credit acquired during your programme of study. In some circumstances, you may be eligible for an early exit award if you do not achieve the full requirements for the award for which you registered. The type of award you receive will be dependent on the number of credits you have achieved and at what level.
<table>
<thead>
<tr>
<th>Award</th>
<th>Number of credits</th>
<th>Including……</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Masters degree</td>
<td>480</td>
<td>At least 120 Masters–level credits over stages 3 and 4</td>
</tr>
<tr>
<td>Bachelors Honours degree</td>
<td>360</td>
<td>At least 100 Honours–level credits</td>
</tr>
<tr>
<td>Ordinary degree</td>
<td>300</td>
<td>At least 60 Honours–level credits over stages 2 and 3</td>
</tr>
<tr>
<td>Foundation degree *</td>
<td>240</td>
<td>At least 90 credits at Intermediate–level (Stage 2)</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>240</td>
<td>At least 90 credits at Intermediate–level (Stage 2)</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>120</td>
<td>At least 90 credits at Certificate–level (Stage 1)</td>
</tr>
</tbody>
</table>

*Not available as an early exit award.

In some programmes you may be required to achieve more than the number of credits above (for example, where there is an additional year abroad or placement) or you will have achieved an additional 120 credits if you undertook a Foundation Year before stage 1.

6. **How is my degree class calculated?** **DEGREE CLASSIFICATION**

The Bachelors Honours and Integrated Masters awards are classified degrees (see Question 3 for the different classes available for a Bachelors Honours degree and an Integrated Masters degree. Note – Third Class Honours is not available as a classification in Integrated Masters Degrees).

Your degree classification is based on the overall average of marks from modules in Stages 2 and above, (weighted to take account of the number of credits in each module). When combining the marks for each of the stages, modules from Stage 2 are given a slightly lower weighting than later stages in a ratio of 2:3 for Bachelors (i.e. 40% of the grade is taken from Stage 2 and 60% from Stage 3) and 2:3:3 for Integrated Masters (i.e. 25% from Stage 2 and 37.5% each from Stages 3 and 4).

This calculation also applies to all combined (joint) degrees.

Stage 1 (and Foundation Year, if applicable) marks are excluded from the classification calculation, although you must still achieve 120 credits in Stage 1 (and also in the Foundation Year) to progress to the second stage of the programme.

Modules which are Pass / Fail do not contribute to the degree classification, although you must pass them to get the credit.

Ordinary degrees, Certificates and Diplomas of Higher Education are not classified. For these awards, you will be given either a Pass or a Fail. Foundation degrees are also awarded on a Pass / Fail basis with the final result being calculated on marks from Stage 2 modules only. If you have progressed from a Foundation degree to a University of York Bachelors programme, the final degree classification will be based solely on module marks from Stage 3.
A worked example for each of a Bachelors and an Integrated Masters degree is illustrated below.

### Bachelors

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A (20 credits)</td>
<td>Module G (20 credits)</td>
</tr>
<tr>
<td>Mark = 57</td>
<td>Mark = 66</td>
</tr>
<tr>
<td>Module B (20 credits)</td>
<td>Module H (20 credits)</td>
</tr>
<tr>
<td>Mark = 69</td>
<td>Mark = 65</td>
</tr>
<tr>
<td>Module C (20 credits)</td>
<td>Module I (30 credits)</td>
</tr>
<tr>
<td>Mark = 56</td>
<td>Mark = 69 x 1.5(^8) = 103.5</td>
</tr>
<tr>
<td>Module D (20 credits)</td>
<td>Module J (10 credits)</td>
</tr>
<tr>
<td>Mark = 62</td>
<td>Mark = 78 x 0.5(^9) = 39</td>
</tr>
<tr>
<td>Module E (20 credits)</td>
<td>Module K (40 credits)</td>
</tr>
<tr>
<td>Mark = 70</td>
<td>Mark = 60 x 2(^10) = 120</td>
</tr>
<tr>
<td>Module F (20 credits)</td>
<td></td>
</tr>
<tr>
<td>Mark = 51</td>
<td></td>
</tr>
</tbody>
</table>

**Credit weighted mean mark for the stage**

- Stage 2: \(\frac{365}{6} = 60.8\)
- Stage 3: \(\frac{393}{6} = 65.5\)

**Weighting the stages (2:3)**

- \(60.8 \times 0.40 = 24.32\)
- \(65.5 \times 0.60 = 39.3\)

**Final degree calculation**

- \(24.32 + 39.3 = 63.62\)\(^n\) = 64 = Upper second-class Honours

---

\(^{8}\)Credit-weighting – a 30 credit module is worth 1.5 times that of a 20 credit module.

\(^{9}\)Credit-weighting – a 10 credit module is worth half that of a 20 credit module

\(^{10}\)Credit-weighting – a 40 credit module is worth twice that of a 20 credit module

\(^{n}\)If you have committed academic misconduct, any penalty points will be subtracted at this point and may have a negative impact on your degree classification.
For **Integrated Masters** programmes, your final mark is computed with the credit weighted total marks from stages 2, 3 and 4 weighted in the ratio 2:3:3.

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Module A  (20 credits) Mark = 51</th>
<th>Stage 3</th>
<th>Module G  (20 credits) Mark = 76</th>
<th>Stage 4</th>
<th>Module L  (30 credits) Mark = 65 x 1.5 = 97.5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Module B  (20 credits) Mark = 70</td>
<td></td>
<td>Module H  (20 credits) Mark = 68</td>
<td></td>
<td>Module M  (30 credits) Mark = 68 x 1.5 = 102</td>
</tr>
<tr>
<td></td>
<td>Module C  (20 credits) Mark = 55</td>
<td></td>
<td>Module I  (30 credits) Mark = 69 x 1.5(^{12}) = 103.5</td>
<td></td>
<td>Module N  (30 credits) Mark = 68 x 1.5 = 102</td>
</tr>
<tr>
<td></td>
<td>Module D  (20 credits) Mark = 75</td>
<td></td>
<td>Module J  (30 credits) Mark = 68 x 1.5(^{13}) = 102</td>
<td></td>
<td>Module P  (30 credits) Mark = 71 x 1.5 = 106.5</td>
</tr>
<tr>
<td></td>
<td>Module E  (20 credits) Mark = 71</td>
<td></td>
<td>Module K  (20 credits) Mark = 75</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module F  (20 credits) Mark = 69</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Credit weighted mean mark for the stage</td>
<td>391 ÷ 6 = 65.1</td>
<td>424.5 ÷ 6 = 70.75</td>
<td>408 ÷ 6 = 68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weighting the stages (2:3:3)</td>
<td>65.1 x 0.25 = 16.27</td>
<td>70.75 x 0.375 = 26.53</td>
<td>68 x 0.375 = 25.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final degree calculation</td>
<td>16.27 + 26.53 + 25.5 = 68.3(^{14}) = 68 = <strong>Upper second-class Honours</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. **What happens if my marks are just below the mark needed for a higher classification?**

**BORDERLINE CASES**

In cases where you miss the classification above by 2 or fewer marks, using the weighting of stages described in Question 6, we look to see if you would have a higher classification if the weighting of the stages was in a different ratio. The next higher classification will be awarded if, and only if,

---

\(^{12}\) Credit-weighting – a 30 credit module is worth 1.5 times that of a 20 credit module  
\(^{13}\) Credit-weighting – a 30 credit module is worth 1.5 times that of a 20 credit module  
\(^{14}\) If you have committed academic misconduct, any penalty points will be subtracted at this point and may have a negative impact on your degree classification
the credit-weighted total marks for stages 2 and above weighted in the ratios of 1:1 or 1:2 produce a final degree classification in a higher classification band.

For example, in the Integrated Masters example given above, the student’s final classification mark is 68 (i.e. a borderline 2:1 degree but only 2 marks below the marks for a 1st). If the stage weighting is re-calculated using a ratio of 1:1:1 OR 1:2:2, the following numbers result.

<table>
<thead>
<tr>
<th>Weighting the stages (1:1:1)</th>
<th>65.1 x 0.33 = 21.4</th>
<th>70.7 x 0.33 = 23.3</th>
<th>68 x 0.33 = 22.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final degree calculation</td>
<td>21.4 + 23.3 + 22.4 = 67.1 = 67 = <strong>Upper second-class honours</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weighting the stages (1:2:2)</th>
<th>65.1 x 0.20 = 13.02</th>
<th>70.75 x 0.40 = 28.3</th>
<th>68 x 0.40 = 27.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final degree calculation</td>
<td>13.02 + 28.3 + 27.2 = 68.52 = 69 = <strong>Upper second-class honours</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this case, the recalculation does not raise the mark above the 70 boundary, therefore this student will still be awarded an Upper second class honours degree.

No other conditions will be applied or assessments undertaken to determine the final calculation.

8. **What happens if I fail one or more modules?** **COMPENSATION AND REASSESSMENT.**

If you fail a module, don’t panic! In most cases there will still be an opportunity to achieve the credit required for progression or an award either through compensation or reassessment. **Before reading the following section it should be noted that in some programmes due to the nature of the programme or module (e.g. where professional / vocational requirements have to be met) the following compensation and reassessment opportunities may not be available. This should be clear in the regulations for your programme but if you are not sure, speak to your academic supervisor.**

**COMPENSATION**

For modules in levels 1, 2 and 3, the pass mark for module assessments is 40. However, if your mark for a module is in the 30 – 39 range, you may still be able to get the credits for the module if your performance in other modules is good enough to compensate. In other words, ‘marginal’ failure in one module may be compensated by achievement in others\(^*\). There is, however, a limit to the amount of credit for which you can be compensated.

\(^*\) Some modules in your programme may be designated as Pass / Fail. Marginal failure in these modules cannot be compensated for.
To be eligible for compensation, you must meet the University’s compensation criteria, which are based on the module marks achieved and your credit-weighted mean for the stage. The University’s compensation criteria vary depending on your intended award (Bachelors, Integrated Masters etc). For full details, see the Guide to the assessment rules (link given at the beginning of these notes). The following are provided purely as examples; please consult the full guide and your programme’s regulations for the exact rules that will apply to you.

In this example from a Bachelors programme, assuming no modules have been designated as non-compensatable, a maximum of 40 credits-worth of modules can be compensated if there are no modules with marks below 30 (after reassessment) and the credit-weighted mean over all modules taken in the stage is at least 40.

A student has the following profile of module marks:

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A</td>
<td>20</td>
<td>38 (Fail)</td>
</tr>
<tr>
<td>Module B</td>
<td>20</td>
<td>38 (Fail)</td>
</tr>
<tr>
<td>Module C</td>
<td>20</td>
<td>50 (Pass)</td>
</tr>
<tr>
<td>Module D</td>
<td>20</td>
<td>50 (Pass)</td>
</tr>
<tr>
<td>Module E</td>
<td>20</td>
<td>50 (Pass)</td>
</tr>
<tr>
<td>Module F</td>
<td>10</td>
<td>50 (Pass)</td>
</tr>
<tr>
<td>Module G</td>
<td>10</td>
<td>50 (Pass)</td>
</tr>
</tbody>
</table>

In this example, none of the modules has been designated as non-compensatable, none of the module marks is below 30 and the credit-weighted mean over all modules in the stage is 46. Therefore, the marginal failure in Modules A and B can be compensated by the achievement in Modules C-G.

Module B (20 credits): 38 (Fail)
Module C (20 credits): 60 (Pass)
Module D (20 credits): 65 (Pass)
Module E (20 credits): 70 (Pass)
Module F (10 credits): 70 (Pass)
Module G (10 credits): 60 (Pass)

In Stage 2 of an Integrated Masters programme, assuming no modules have been designated as non-compensatable, 40 credits-worth of modules can be compensated provided that no module marks are lower than 30 and the credit-weighted mean over all modules taken in the stage is at least 55.

For example, a student has the following profile of module marks:

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A</td>
<td>20</td>
<td>39 (Fail)</td>
</tr>
<tr>
<td>Module B</td>
<td>20</td>
<td>38 (Fail)</td>
</tr>
<tr>
<td>Module C</td>
<td>20</td>
<td>60 (Pass)</td>
</tr>
<tr>
<td>Module D</td>
<td>20</td>
<td>65 (Pass)</td>
</tr>
<tr>
<td>Module E</td>
<td>20</td>
<td>70 (Pass)</td>
</tr>
<tr>
<td>Module F</td>
<td>10</td>
<td>70 (Pass)</td>
</tr>
<tr>
<td>Module G</td>
<td>10</td>
<td>60 (Pass)</td>
</tr>
</tbody>
</table>

In this example, none of the modules has been designated as non-compensatable, none of the module marks is below 30 and the credit-weighted mean over all modules in the stage is 56. Therefore, the marginal failure in Modules A and B can be compensated by the achievement in Modules C-G.

Module B (20 credits): 38 (Fail)
Module C (20 credits): 60 (Pass)
Module D (20 credits): 65 (Pass)
Module E (20 credits): 70 (Pass)
Module F (10 credits): 70 (Pass)
Module G (10 credits): 60 (Pass)

**REASSESSMENT**

If you get a module mark below 30 (or 40 for Masters-level modules) this cannot be compensated and you will have to be reassessed. However, there is a limit to the number of credits failed below 30 (or 40 for Masters level) in which you can be reassessed.

If you get a mark between 30 and 39 (or 40 and 49 for Masters-level modules) and you are not eligible for compensation, you may also need to be reassessed in those modules. The amount of credit in which you
can be reassessed is lower in stage 3 (and Stage 4 for Integrated Masters) than in the earlier stages. For
details see the full guide to the assessment rules.

Please note that not all modules can be reassessed – your department will give you this information.

You can only be reassessed in a module once. If you fail a module and fail reassessment, you will not be
able to progress and will fail the programme. You may, however, be eligible to receive a lower award.

If you fail a module that cannot be reassessed or compensated, you will not be able to progress and will fail
the programme. You may, however, be eligible to receive a lower award.

Students who fail and are reassessed in a module will not be allowed to gain an advantage over those who
passed the module first time. We do this by “capping” the stage mark (not the module mark) after
reassessment, which therefore affects the degree classification calculation.

The marks for all modules are included on students’ final transcripts.

The following are provided as examples.

In **Stage 1 of a Bachelors programme**, reassessment opportunities are available in modules up to a total of
90 credits, providing that no more than 50 credits have a module mark of less than 30.

For example, a student has the following profile of module marks:

<table>
<thead>
<tr>
<th>Module</th>
<th>Marks</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A (20 credits): 29 (F)</td>
<td>This student must be reassessed on Modules A and B (marks below 30) and has the option to be reassessed in modules C and D because there are less than 50 credits with a mark below 30 and the total reassessment required is for 80 credits. In such cases, students should discuss their decision with their academic supervisor. It is possible that, if Modules A &amp; B are passed on reassessment, then Modules C &amp; D could be compensated for.</td>
<td></td>
</tr>
<tr>
<td>Module B (20 credits): 28 (F)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module C (20 credits): 38 (F)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module D (20 credits): 38 (F)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module E (20 credits): 65 (P)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module F (10 credits): 65 (P)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In **Stage 3 of a Bachelors programme**, reassessment opportunities are available in modules up to a total of
40 credits. For example, a student has the following profile of marks:

<table>
<thead>
<tr>
<th>Module</th>
<th>Marks</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A (20 credits): 29 (F)</td>
<td>This student must be reassessed in Module A because the mark is below 30 and therefore cannot be compensated.</td>
<td></td>
</tr>
<tr>
<td>Module B (20 credits): 46 (P)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module C (20 credits): 60 (P)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module D (20 credits): 60 (P)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module E (20 credits): 65 (P)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have a marginal fail in a module (a mark between 30 – 39) and it can be compensated (see above),
you can choose to be reassessed in that module (as long as it does not take you over the number of
reassessment opportunities permitted in the stage). Please see your academic supervisor for guidance on
this matter.
9. **What if something happens that disrupts my studies and affects my ability to complete my modules? MITIGATING CIRCUMSTANCES**

You may encounter circumstances which hinder your academic progress. For example, you have a serious illness, a family member dies, you have your laptop stolen, etc. It is vital that, should such circumstances arise, you consult your academic supervisor as soon as possible. It is important that any application for mitigating circumstances is submitted to the department before any assessment takes place or assessment deadlines occur.

Such circumstances are considered by the appropriate departmental committee (e.g. the Board of Studies) and the University Special Cases Committee. Further general guidance can be found in the Guide to Assessment Policies and Procedures.

10. **What if I have a year away for STUDY ABROAD OR AN INDUSTRIAL PLACEMENT?**

Some programmes include study abroad and placements or years in an employment setting. These may be additional years which will lengthen the normal period of study (e.g. resulting in a four year Bachelors programme) or years which replace time at York (replacement years). Details of how marks from study abroad and work placements will feed into your degree classification and details of any reassessment opportunities will be set out in the regulations for your programme. Further details are available in the Guide to Assessment Policies and Procedures.

11. **What if I don’t meet the progression or award requirements? FAILURE AND EARLY EXIT**

If you do not meet the requirements for a stage, you will not be able to progress, and if in the final stage of your programme you do not achieve the required credits you will not be able to graduate with your intended award (Bachelors, Honours, Integrated Masters etc). However, you may be eligible for an alternative award based on the credits that you have achieved. Similarly, if, for whatever reason, you choose to leave the University part way through your programme, you may be eligible for an early exit award based on credits achieved.

For example, if you do not meet the progression requirement from Stage 2 to 3 you may be eligible for a Certificate of Higher Education (based on the 120 credits you achieved in Stage 1). In Stage 3 of a Bachelors programme, if you do not achieve all 120 credits for the stage you may still be eligible for an Ordinary degree (300 credits) or a Diploma of Higher Education (240 credits).