

The School of Computer Science: Tutoring Statement

The following statement demonstrates how each of the specific outcomes of the University's principles of tutoring is delivered in the School of Computer Science.

Principle	The outcome is achieved using
<p>1. Student community</p> <p>The student should feel acknowledged, recognised and accepted within their school/department as an individual with distinct academic needs and preferences.</p>	<p>An Academic Director from whom students can obtain individual academic advises. Module registration days (three times / year) and the students can obtain individual academic guidance on their module choices from their personal tutor. This guidance is also obtainable from the academic director and individual module convenors.</p>
<p>2. Personal tutor role and meetings</p> <p>The student should feel part of the school/department community, experiencing frequent contact with academic staff on an individual or small group basis and building relations with particular members of staff over an extended period.</p>	<p>At the start of the semester, each student is assigned to a member of the academic staff as their personal tutors and this is one of the first people they meet when they arrive in the School.</p> <p>Tutors should have scheduled meetings with their tutees at the start of each academic year and at least three times in each academic year in total.</p> <p>In addition to scheduled meetings, reasonable provision should be made to enable students to contact their personal tutor as they may require.</p> <p>Undergraduate and Postgraduate Learning Community Forum (LCF) is an academic board to deal with all academic related matters.</p> <p>A close working relationship developed with group project supervisor during the second year of studies.</p> <p>The UG/PG project supervisor will also closely work with the students to provide academic and pastoral care for them during their project supervision in the third year of studies. In their final year the students can also get the same type of academic and pastoral support from both the personal tutor as well as from the project supervisors.</p>

	<p>The Head of School, The Deputy Head of School, the School Senior Tutor, Research Director and Industry Liaison are available in the early weeks of the Semester One to give induction to first year students at the start of their course.</p> <p>Alumni are encouraged to remain in contact with the School through the School Alumni Officer's Facebook group.</p>
3. Students' Society	Computer Science Society (CSS) – which has a principally social role. However, the students are given guidance to incorporate various academic related activities through this club.
<p>4. Students' personal development</p> <p>The personal development of the student should be promoted; leading to improved communication skills and greater confidence in presentation and dealing with the unfamiliar.</p>	<p>Many modules require presentations, group working and practical skills to be developed.</p> <p>A third year UG research project involves significant personal development as an individual researcher, scientist or software developer.</p> <p>Third Year UG Project assessment includes interim port, final report and software demonstration of their work.</p> <p>Each year, there is a cash prize of RM 500 and a certificate will be awarded to the best project.</p> <p>The second year UG students do a software engineering group project and this group project involves setting up and managing a demonstration in a "trade show".</p> <p>The PG research project involves a individual work completed over the summer period.</p>
5. Students should receive prompt, helpful and detailed feedback on their assessments, in a manner that enhances learning and improves future assessment performance.	Each semester the course work submission timetable will be provided to students on third week to plan their course work preparation. Course works are released early and sufficient time is given for student submission. Marked coursework and associated feedback will be returned to students within 15 work days of the published submission deadline.

<p>6. Academic advice and support</p> <p>Students struggling with aspects of individual modules, or more generally with their programme of studies, should have clearly signposted and ready access to a reasonable level of academic advice and support designed to remedy their difficulties.</p>	<p>The students can obtain individual academic guidance from their personal tutor. Guidance also available from the Module Convener and the School admin staff.</p> <p>All lecture materials are accessible via the Moodle Page and should be uploaded at least one day before a scheduled lecture.</p>
<p>7. Study skills</p> <p>Students should receive the level of support in developing their study skills necessary to perform satisfactorily on their programme of studies.</p>	<p>A Study Skills Handbook, to which students are introduced during a specific session in Week One. Personal tutors also provide study-skills advice.</p> <p>Course staff provides specific aspects of guidance, especially in relation to coursework. This takes place in regular lecture and laboratory sessions</p> <p>All students receive detailed Module Handbooks appropriate to their level of study. Year 2 and 3 students receive a series of lectures on how to undertake software development and research projects. Information on these items is explained and reinforced during discussions with group and individual Project Supervisors and Module Convenors.</p>

<p>8. Students Welfare</p> <p>Students with personal circumstances adversely affecting their studies should feel able to make these known to the school/department without difficulty and to be directed to the appropriate support service.</p>	<p>Personal tutors are the first point of contact for the students in any difficult situation. The School’s Senior Tutor and any other member of academic staff, and/or School Office staff are available to talk to students about the difficulties facing them</p> <p>All staff are aware of support mechanisms available such as the Student Services Centre and Counselling Service.</p> <p>There is a well-publicised extenuating circumstances procedure, which students are encouraged to make use of as appropriate. The School Administrator provides support for students with extenuating circumstances.</p> <p>In the event of any difficulties the students should feel free to discuss with their personal tutor any issues of an academic or personal nature that may be affecting them. It is important that tutors are advised of any reasons, such as illness, for which coursework cannot be submitted or examinations cannot be taken.</p> <p>We also operate what is known as an “open-door” policy. This means that academic staff should make themselves available to see the students at any reasonable time. If the students want to see a particular lecturer, they can knock on their door and they will either see them then or make an appointment for when they are available. They may also contact their lecturers by sending emails to them.</p>
<p>9. Employability skills</p> <p>Students should receive the necessary careers information, advice and guidance to equip them to make informed choices about their future, to understand the options open to them, and to take advantage of available opportunities.</p>	<p>Workshops on “How to write an effective CV” and “Understanding how the job market works” which are run by Centre for Careers Development at the start of each academic session.</p> <p>Careers appointments available through the career fair conducted in the middle of the second semester.</p> <p>Guidance of a tutor, PhD supervisor/assessor, external lecturers and industry liaison.</p>

<p>10. Students should be made aware of the importance of developing and articulating their employability skills, including possible participation in the Nottingham Advantage Award.</p>	<p>Course and subject area staff provide guidance on opportunities in their own disciplines or facilitate connections with specialist resources/alumni/industrial partners/research organisations. Industrial partners are encouraged to give guest lectures in various areas throughout the courses.</p> <p>An industrial liaison staff and alumni officer provides general employment guidance and opportunities for internships (both short and year long).</p> <p>Personal tutors, project supervisors and other staff provide referee statements to support employment applications</p> <p>Class Representatives will receive a transcript for their role from the school at the end of their course.</p> <p>Introduction to the Nottingham Advantage award given during the formal Week One Induction programme.</p> <p>The University offers a growing range of modules for students participating in the award.</p>
<p>11. Students should receive appropriate advice and support when considering changing their programme of study or contemplating leaving the University.</p>	<p>The following sources of advice and support are available to students considering changing their course of study or withdrawing from the University: Personal Tutor, Academic Director, Faculty Manager, and Student Services – financial team.</p> <p>These resources are delineated in the student handbook.</p>
<p>12. Extenuating circumstances</p> <p>The procedures for submitting extenuating circumstances regarding assessments should be straightforward and well publicised.</p>	<p>Information about the extenuating circumstances process which is provided to all students through the Student Handbooks. This is articulated to students during Week One induction.</p>

	<p>Reminders about how and when to submit extenuating circumstances which are sent to students twice/year.</p> <p>There is an Extenuating Circumstances panel (EC panel) available in the school to handle the EC applications-matters.</p> <p>Personal Tutors, Module Convenors, academic Director and the Faculty Manager and administrator are all able to give advice and support to students with extenuating circumstances.</p>
<p>13. Students with disabilities</p> <p>Students with disabilities should be clear as to the support they will receive and where it is available, and the support should be in line with University policies.</p>	<p>The Student Handbooks which gives information about support available for students with disabilities. This is articulated during Week One by the Faculty Disability Liaison Officer (DLOs) who gives a presentation to all new students. The school DLOs provides on-going support and directs students to obtain the help they need throughout their time on the course.</p> <p>A close working relationship which is maintained between the Faculty/School Disability Liaison Officers and the University's disability support staff.</p>
<p>14. Academic appeals and complaints</p> <p>The procedures for submitting academic appeals and complaints should be well publicised and staff should be aware of their responsibilities within these procedures.</p>	<p>The process for submitting academic appeals and complaints which is publicised in the Students Handbooks.</p> <p>The Faculty Manager gives advice and support to students who wish to submit a complaint or an appeal.</p> <p>Students can obtain guidance from their personal tutors. They can also seek guidance the Senior Tutor, Course Directors and chairs of the Learning Community Forum.</p>

<p>15. Students being subjected to the academic offenses procedure should receive clear information and advice.</p>	<p>Information about what constitutes plagiarism and how to avoid it, which is provided in the students' Study Skills Handbooks and Student Handbooks. This information is articulated in a dedicated session during Week One.</p> <p>On-going guidance on how to avoid plagiarism provided by module conveners and tutors.</p> <p>All academic staff/academicians who give support for students being subjected to the academic offenses procedure.</p>
<p>16. Students should be directed in a timely and appropriate manner to University support services for assistance with all of the above matters as necessary.</p>	<p>The Student Handbooks are produced annually and will be available as a soft copy in share point (https://share.nottingham.edu.my) to all new students. A handbook for Postgraduate students is also available in online all the time.</p>
<p>17. Students' Mentors</p>	<p>There will be two school level student ambassadors available to provide some guidance for the new students to get to know about the School/University academic policies and also to help in non academic matters.</p>
<p>18. Caveat</p>	<p>In the case of any discrepancy, the Quality Manual would be referred to first.</p>