

University of Plymouth
Faculty of Technology
School of Engineering



Handbook

for students studying

**Mechanical / Marine / Composites
/Civil Engineering
Programmes/Modules**

4th September 2006

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Handbook for students studying Mechanical / Marine / Civil Engineering programmes and modules

Foreword

Welcome to the University of Plymouth and in particular to the School of Engineering.

This handbook provides information that you need to know at the commencement of your study, so you should read it now. It informs you about the School, and also gives you information about your course. The **School of Engineering** was formed in September 2003 from the former Department of Mechanical and Marine Engineering and the School of Civil and Structural Engineering.

This handbook also contains general advice about your course and what methods of learning are appropriate. It also explains assessment procedures and gives details about sources of information. It aims to help you make the most of your studies. If, having read it, you still require clarification about any matter, or require further information, do not hesitate to ask.

You will also receive a **Course Handbook** which is specific to the course you are taking. It should be read in conjunction with this handbook. The Course Handbook is a more formal document. Do not throw your handbooks away...you will need them for future reference!

Detailed information of the content and means of assessment of individual modules is available on the Faculty web-site, and details concerning **University Assessment Regulations** are also available on the University web-site.

You will be encouraged to get the balance right between academic work and leisure so that you will obtain a valued qualification, and also develop in your own unique way to fulfil your aspirations and contribute creatively to the needs of the society in which you live and work.

We hope that you will enjoy your studies during your time at Plymouth.

We make every effort to keep the information in this handbook accurate and up-to-date. However, in the event of any conflict of information or meaning between this handbook and University official publications or regulations, the latter will be definitive.

KEY PEOPLE

Title	Name / e-mail /web	Location
Head of School	Professor Mike Riley	RYP113
Deputy Head of School	Dr D Grieve d.grieve@plymouth.ac.uk	RYP017
Programme Managers	Dr M Bell (BSc MDM) m.bell@plymouth.ac.uk	RYP016
	Dr P Dyson (BSc MST) p.k.dyson@plymouth.ac.uk	RYP111
	Dr D Grieve (BEng) d.grieve@plymouth.ac.uk	RYP017
	Mr D Easterbrook (all civ eng programmes) deasterbrook@plymouth.ac.uk	RYP022
Industrial Training Mech and Marine programmes	Mr Tom Paterson t.paterson@plymouth.ac.uk	RYP019
Industrial Training Civils programmes	Mr Dave Easterbrook deasterbrook@plymouth.ac.uk	RYP022
PA & Finance Administrator	Barbara Fuller	RYP114
Faculty Office	Student Administrator – Joyce Owen	SMB006

Contacting Members of Staff

Your lecturers don't just lecture. They are also involved in research, consultancy and administration. These activities often require their being in different locations on or off campus.

In other words, academic staff will not always be available in their offices at all times!

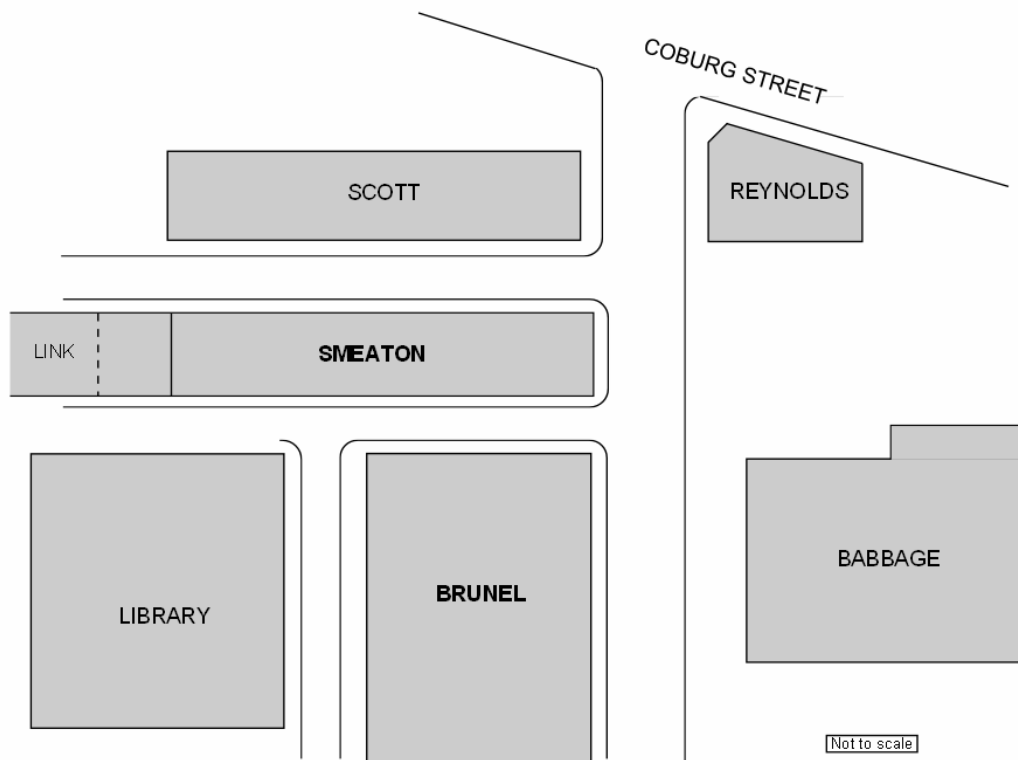
If you need or wish to see a member of academic staff about anything, as a matter of routine - please make a specific appointment to do so. This can be done most easily by e-mail. This procedure avoids wasted time on both sides, and enables staff to give you their full attention. However, for this procedure to work properly please keep an appointment, or cancel it in good time (ideally 24 hours).

Academic staff typically operate an 'open door' policy. i.e. If they are in their office they will normally attend to you if you visit without an appointment. However, bear in mind that it will not always be possible to see you 'on spec'. Members of academic staff will usually place a copy of their teaching timetable outside their offices with blocked-in periods showing when they would normally be available. You will be most likely to see a particular member of staff if you visit at these times. However, this is a less reliable way than by making a specific appointment.

Support and Administrative staff are normally accessible as required, and there is usually no need to make a specific appointment.

LOCATIONS

It may take you a little while to learn your way about when you first arrive.
The map below shows the main buildings used by the School of Engineering.



Building Codes:	BGB - Babbage Building
	BRL - Brunel Laboratories
	CKY - Cookworthy Building
	FTZ - Fitzroy Building
	LIB - Library
	RYB - Reynolds Building
	MN - Mary Newman Building
	SCB - Scott Building
	SMB - Smeaton Building

1 STRUCTURE of COURSES

1.1 Introduction

All of our courses have been devised to enable graduates to fulfil a wide range of roles in business and industry. Although this requires input from a number of Schools within the Faculty, most of your course is taught within the School of Engineering.

The courses are credit based, modular in structure, and divided into stages (years). The number of credits you need to obtain an award depends on the award.

For example, an ordinary BEng /BSc degree consists of a total of 320 credits made up of 120 credits at levels 1 & 2 plus 80 credits at level 3, whereas a honours BEng/BSc degree consists of 360 credits made up of 120 credits each at levels 1, 2 and 3. Stages 1 & 2 of the BEng/BSc course comprise the first two years. Stage 3 is the **work experience** year, and Stage 4 is your final year.

Higher National Diploma programmes consist of a total of 240 credits made up of 120 credits at level 1 and 120 credits at level 2. Stage 2 is the placement year.

MEng programmes consist of a total of 480 credits made up of 120 credits at level 1, 120 credits at level 2, 120 credits at level 3 and a further 120 credits made up from level 3 and level M credits. Stage 2 is the placement year.

A short description of each of the courses is given below.

BEng (Hons) Mechanical Engineering

Mechanical Engineering can be defined as that branch of engineering which is concerned with the design, manufacture and operation of artefacts that embody mechanical movement, as opposed to essentially static structures (Civil Engineering) or electrical devices (Electrical/Electronic Engineering). Mechanical Engineering traditionally embraces the design and operation of power-producing and power-consuming machinery including stationary plant and vehicles. Mechanical Engineering is therefore a broad-based discipline with applications in virtually all branches of engineering.

Mechanical Engineering has traditionally been associated mainly with mechanisms or machines, but the incorporation of electronics and microelectronics into many mechanical devices, and the extensive use of electronic sensors in monitoring and control systems means that a competent Mechanical Engineer also needs a sound understanding of modern electronic and computing technology.

BEng (Hons) Marine Technology

Marine Technology builds on the foundation of mechanical engineering provided by the first part of the course. In the final part, specialist modules in marine systems engineering, naval architecture, resistance and propulsion and the marine environment provide students with the foundation for developing a career in marine technology.

BEng (Hons) Mechanical Engineering with Composites

The rate at which Composite Materials are being adopted for engineering applications is increasing rapidly. The production of an efficient, credible engineering component in composites requires a much greater understanding of non-traditional materials, anisotropic design, and the reactive nature of

components during processing than is normally found in traditional engineering. A wider perspective and rigorous approach to production engineering is also needed. Quality guarantees and overall manufacturing system design and management are also important.

MEng / BEng (Hons) Civil Engineering and Civil & Coastal Engineering

Civil Engineering is probably the broadest of all the engineering disciplines. Civil Engineers provide the infrastructure necessary for the comfort, wealth creation and well being of society. A civil engineering career can be in a number of specialist areas such as structural engineering, water supply, environmental engineering, coastal engineering, highway and transportation engineering. The MEng programmes form the educational base, which leads directly to Chartered Engineer status following industrial training and passing a professional review specified by the professional institutions.

The BEng programmes form the educational base, which, following a period of further learning, can lead to Chartered Engineer status following industrial training and passing a professional review specified by the professional institutions. The programmes provide a wide ranging set of modules with the option of choosing to study for the named award of civil engineering or civil & coastal engineering.

BSc (Hons) Mechanical Design and Manufacture

All of the artefacts, equipment and gadgets that we use in our industrialised society have to be designed and made from something. Most people have very little appreciation of what goes into this process. For the most part they expect them to function perfectly from when they are bought until they either wear out or are discarded or recycled. This is to a large extent a measure of the success with which engineers and designers can design, manufacture and produce such things at an affordable cost for the majority of people.

This course aims to give a firm understanding of the principles of design, and how the design of an artefact (particularly artefacts of a mechanical nature) the materials used, and their manufacturing, interact and determine both their design and the way they are produced. The course opens a way into the world of design and manufacture with numerous opportunities for fulfilling careers.

BSc (Hons) Mechanical Design and Manufacture with Business Studies

Increasingly engineers and designers are expected to have an understanding of the business aspects of their work. This typically includes accounting, costing, project management and marketing. This course includes a Business Studies minor pathway (one third of the course) which provides students with a portfolio of knowledge and understanding in these areas which complement the engineering and technical knowledge and understanding. This combination of capabilities will ensure that graduates from this course will have a very wide range of career opportunities.

BSc (Hons) Marine and Composites Technology

Composite materials are increasingly being used in both leisure and commercial marine applications as well as for sports goods and in aircraft structures. The procedures used in the design and manufacture of products using composite materials are significantly different from those using metals, and this course will provide students with the necessary knowledge, understanding and skills to enable them to make the best use of the favourable properties of these materials. Modules in marine technology will provide students with knowledge and understanding of the design and construction of marine craft to enable them to successfully use composite and other materials in specialist fields relating to the marine industry as well as in more general applications. It is anticipated that good graduates from this course will be in demand both locally and internationally.

BSc (Hons) Marine Sports Technology

The marine leisure industry is a rapidly changing market providing opportunities for graduates in a range of small to medium sized enterprises. This course provides skills in three key areas. In marine technology, students learn about the design and construction of small craft. In the area of business, they consider aspects relevant particularly to the relatively small companies which are common in this international field. Finally, in marine navigation modules, students have the opportunity to study both the techniques and the equipment used by modern seafarers.

Taken together, the subjects of this course provide a firm foundation for those looking towards a career in the marine leisure industry.

BSc (Hons) Civil Engineering, Civil & Coastal Engineering, Civil Engineering and Computer Aided Design / HND Programme

Civil Engineering is probably the broadest of all the engineering disciplines. Civil Engineers provide the infrastructure necessary for the comfort, wealth creation and well being of society. A civil engineering career can be in a number of specialist areas such as structural engineering, water supply, environmental engineering, coastal engineering, highway and transportation engineering. The BSc programmes form the educational base, which leads directly to Incorporated Engineer status following industrial training and passing a professional review specified by the professional institutions.

The HND programmes form the educational base, which, following a period of further learning, can lead to Incorporated Engineer status following industrial training and passing a professional review specified by the professional institutions.

The programmes provide a wide ranging set of modules with the option of choosing to study for the named award of civil engineering or civil & coastal engineering for the BSc programmes only.

1.2 Relevance

We do not usually know in advance what paths our lives and careers will take. Many students therefore study subjects that interest them and hope that these will provide a useful starting point in their careers. Inevitably, some things learned will

be more relevant and useful than others and whilst you may not see the relevance of some topics at the time, they all contribute to your overall understanding.

1.3 Course Curricula

Course curricula (what you study) have been validated following discussions with academics, industrialists and business people, who, between them, have had extensive experience. In addition, you may be studying on an accredited course. This means that the course has been approved by one or more Professional Institutions as meeting their requirements for the academic foundation required for membership. All civil engineering programmes are accredited. Most Professional Institutions also require a period of experience and responsibility before granting full membership.

Whatever course you are doing, we believe it will offer you an excellent starting point into a wide range of careers.

1.4 Work Experience

Unless you have had previous relevant work experience, it is **strongly recommended** that you accomplish a period of supervised work experience between Stages 2 and 4 of your course. This period, also known as an 'Industrial Placement', and is designated Stage 3 of your course.

This experience will considerably enhance your studies and give you significant advantages in finding employment after graduation.

The benefits of accomplishing a period of work experience are:

- ❖ It will help you to understand and appreciate the relevance of your academic study.
You will probably be surprised just how much of it you will be able to use.
- ❖ It will help you form a clearer idea about the long-term career you would like to follow.
- ❖ You will learn from your mistakes - this is part of being in a 'training' position rather than in a 'permanent' post.
- ❖ You may be able to obtain financial sponsorship for your final year with the offer of a job on graduating.
- ❖ Your interpersonal and communication skills should develop extensively - these are vital in your career development.
- ❖ You will understand the work environment and its needs - which is something that cannot be easily conveyed in an academic environment.

Although it is ultimately your responsibility to obtain work experience, assistance is available. A placement service is operated by the Faculty and you will be given further information during your course.

You will need to produce a good Curriculum Vitae (CV) to send to prospective employers.

An Industrial Training Notice Board advertising work experience opportunities is maintained. Look at it regularly. Don't leave your application to obtain work experience to the last minute, all the good positions will be taken by then.

Further details of how to go about obtaining work experience will be communicated to you at the appropriate time.

The important thing to remember is that the degree award you expect to obtain by academic study is really only half a requirement. The majority of employers place great emphasis on experience. Don't ignore the opportunity to obtain this experience as an integral part of your studies.

1.5 Engineering Applications 1 / Manufacturing & Fabrication Techniques

Engineering Applications (EA1) for BSc students and Manufacturing & Fabrication Techniques (MFT) for BEng students consist of a half day a week of workshop based experience for 10 weeks in the either the first or second term.

Each is intended to give students practical experience of common manufacturing and fabrication processes in addition to the laboratory experience obtained in other modules such as those including CAD/CAM or Engineering Science. EA1 is embodied in Module MFMT101.

The experience will include:

- The use of hand tools
- Material forming and removal (turning, milling etc.)
- Measurement
- Installation, maintenance, fault-finding, reverse engineering
- Welding (e.g. MIG, TIG, MMA, Oxy-Acetylene)
- CNC programming and use

Students who have already had experience of a similar nature (e.g. via an apprenticeship, EITB training, etc.) may obtain exemption on production of valid documentary evidence.

2 OBTAINING INFORMATION

2.1 General

Academic Services and the Students Union provide information about accommodation, finance, careers, and health matters. The Careers Office can assist with the preparation of CV's, preparation for interviews, and information about companies. Student Services also provide counselling services and further information about these services can be found in the University Student handbook and from the Student portal website.

2.2 Course Modules

If you have any particular problems with a module you should, in the first instance, seek assistance from the lecturer teaching that module (normally the Module Leader).

If this fails to resolve the difficulty, then you should speak to your Stage Tutor, or to the Course Co-ordinator. If these fail - then speak to the Head of School.

2.2.1 Withdrawal from a module or changing modules

If you want to withdraw from a module or swap modules you must do so by the end of the sixth week for all-year (AY) modules, and by the end of the fourth week for one-term (T1 or T2) modules.

If you do not officially withdraw from a module within the above-permitted time period, you will be deemed to have taken and failed the module even if assessments were not completed and passed. To officially change or withdraw from a module complete a module change/withdrawal form obtainable from Faculty Office.

2.3 Library

The library has many books and journals relevant to your course - you must, very early on in your course, familiarise yourself with the library. In particular you need to know where books and periodicals relating to your course can be found. Library staff can advise and offer help.

2.4 Lecture Notes & Class Attendance

You are normally expected to make and keep your own lecture notes. It is best if you write them clearly and legibly during the lecture. Lecturers try to ensure that you have time to do this. For some modules notes may be made available by the lecturer either in printed form or on CD or on the Student Portal. It is best if you have a printed copy of the lecture notes in front of you during lectures. Read these notes thoroughly as considerable effort has gone into writing them.

It is important to attend lectures to ensure that you actually receive these notes or any other printed material or handouts and understand the guidance that accompanies them.

Lecturers often provide information at the start of a lecture. If you are late it is easy to miss this information. Being late is also discourteous and disruptive to the lecturer and to your fellow students. Missing lectures and tutorials is **not** a good idea. You will miss important illustrative examples and lose continuity.

You should regard attendance at timetabled classes as mandatory.

Your attendance may be monitored. If your attendance is poor you risk being reported to your Local Education Authority, and you may be required to withdraw from the course.

2.5 The World Wide Web

The World Wide Web is a prime source of information in a wide range of fields and it is vital that you become familiar with using this resource.

Some modules have information (lecture notes, tutorials etc.) placed on the School web pages. You need to know how to access these and should make full use of them. Mechanical and Marine Engineering students should go to:

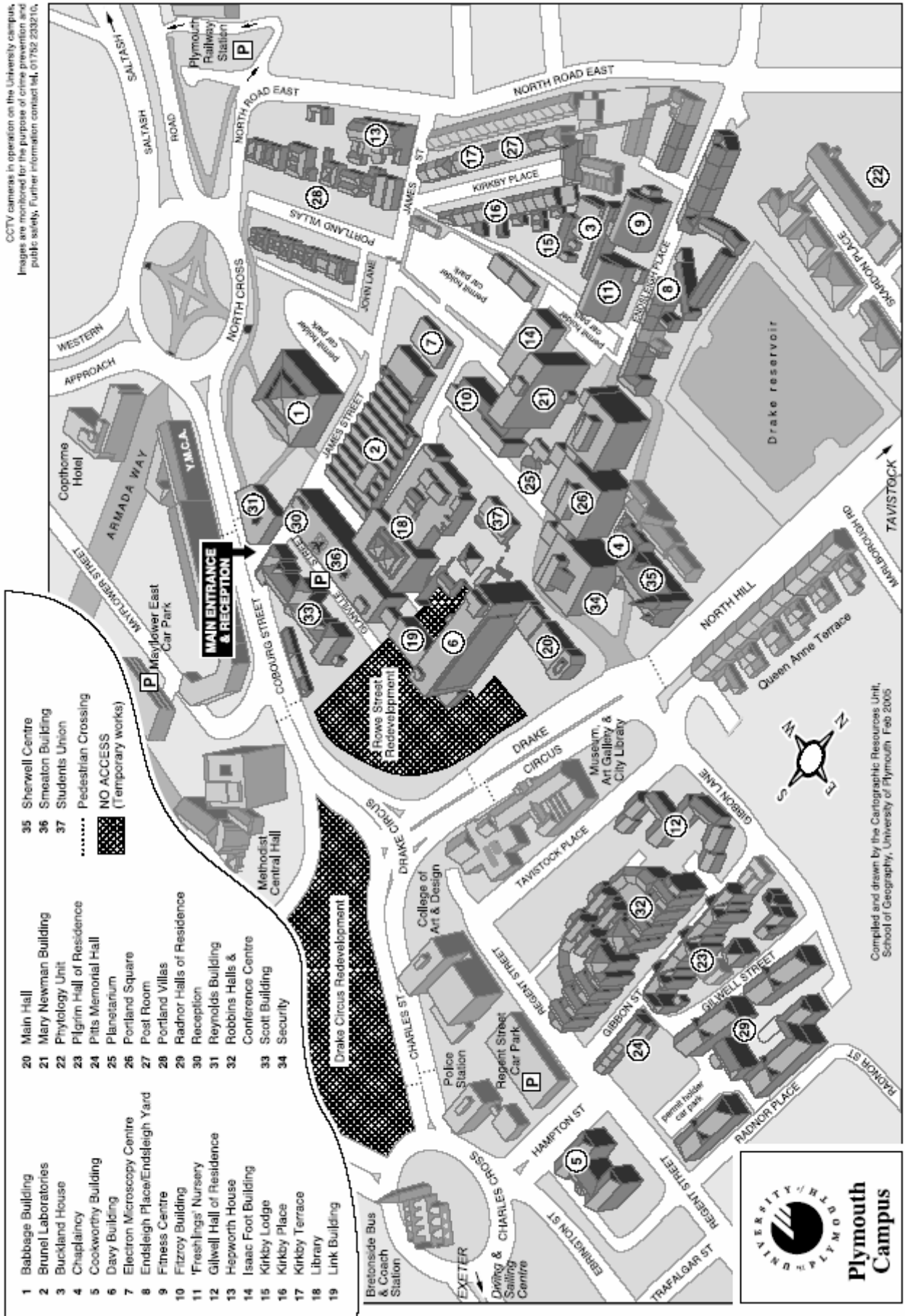
<http://www.tech.plym.ac.uk/sme/lodocindex.htm>

2.6 Finding Your Way Around

It will take you little while to learn the geography and layout of the University.

A site map to help you is provided overleaf.

CCTV cameras in operation on the University campus. Images are monitored for the purpose of crime prevention and public safety. Further information contact tel. 01752 232116.



Compiled and drawn by the Cartographic Resources Unit, School of Geography, University of Plymouth Feb 2005



2.7 Students with Special Needs

The University of Plymouth welcomes and supports students with disabilities, including dyslexia and endeavours to meet your specific needs whilst valuing the special abilities you may have in other areas.

The University's Disability ASSIST Services (DAS) are based in the fully accessible Babbage building and there are details of the service on the University web pages at www.plymouth.ac.uk/disability.

As the administrative centre for the National Federation of ACCESS Centres (NFAC) they offer independent assessment and advice throughout the South West.

The word disability covers a wide range of circumstances. These may not necessarily require support. They offer a range of support options which will depend on what you need to study effectively. This can include advice on accommodation, provision for exams and applying for the Disabled Student Allowance

3 LEARNING TECHNIQUES

3.1 Introduction

You will be studying a wide range of modules and this will involve you in a variety of teaching styles and learning techniques. To ensure that you make the most of your studies, it is important that you learn to cope with the different approaches used. You will find some good notes on learning styles, getting the best out of lectures etc, together with useful contacts on the intranet under: *Resources>Teaching & learning>Learning Development*.

For some modules you will be provided with quite detailed notes and comparatively little background reading is needed. In other modules, background reading will be necessary. Your *Course Handbook* provides you with a booklist relevant to your course

3.2 Allocating Your Time

Be careful not to spend too much time on the parts of your course you find particularly interesting at the expense of others. In your *Course Handbook* you will find information showing the credit rating of the course modules. Aim to make your effort in each module roughly proportional to these credit ratings. Obviously this must be flexible, and if you are having difficulties with a particular module, you may have to give it extra time at the expense of modules you are coping with more easily. As a guide, a module with a credit rating of 10 will require a minimum of about 5-6 hours of study per week, a 20 credit module will be about twice this time. The amount of contact you will have with your lecturers will vary but will be typically 2-3 hours/week per module.

3.3 Personal Schedules

To help maintain a reasonable balance with your studies, make yourself a timetable showing your study time allocation. If you find that you are having difficulty keeping up with a particular module, you should discuss the problem with the lecturer concerned. You are expected to do a certain amount of work during the holidays. Holidays also offer some opportunity for catching up. However, it is not a good idea to postpone work deliberately in the belief that you can catch up over the holidays. This is notoriously difficult to do - your friends with whom you normally work may not be available, and staff may not be available either thus making it very difficult to obtain help and resolve problems.

3.4 Assignments

One area where students often get into difficulties concerns the writing up of assignments, particularly group assignments. Writing up almost always requires a significantly longer time than you think. It is therefore very important that you allow adequate time for writing up and for checking what you have written. If possible, get someone who is not doing your course to read the report. Such a person will generally find it easier to spot mistakes, inadequate descriptions, diagrams, etc.! If, while writing up an assignment, you discover a significant error, then, if it is on a word-processor, it is comparatively easy to change. If it is too late for such changes then a supplementary note can be added so the lecturer knows you have not overlooked something significant.

3.5 Personal Development Planning (PDP) and Skills Plus

Your programme of study, through its module design and assessment strategy, is designed to enable you, stage by stage, to progressively take more and more responsibility for the management of your own learning and personal development.

It is important that you recognize that employers are interested in more than the subject specific skills you will learn on your programme of study. They want to employ graduates who can exercise a wide range of other skills. Personal Development Planning (PDP) will help you to define and explore your goals and map out ways to turn them into reality. It will enable you to articulate the skills you already have, as well as those you are developing now, in order to open up opportunities in the future.

Essentially, PDP is a structured process which you can undertake to help you reflect on your learning, performance and achievements. It also helps you to manage your time, set goals, make the most of your abilities, and plan for your educational and career development.

Many useful ideas and a great deal of support can be found at the PDP site on the portal accessed through *Quick Links>Menu Items >A to Z List of Resources*. Included are:

Key Skills - This section covers the important area of Key Skills: What are they? Why are employers so keen on them? Do I have any? How do I develop mine? Completing the audit will help you to plan how you will move your key skills forward.

Background - This section allows you to record your current skills, knowledge and competence in relation to qualifications, work-experience, positions of responsibility and extracurricular activities. Here is the chance to look in detail at how you have developed as a result of all these experiences, using both your own self-reflection and feedback from objective sources. There is also an opportunity to pinpoint your key strengths and key areas for improvement.

Learning Style - The quiz in this section helps you recognise your learning style: A crucial step in increasing your effectiveness and reaching your potential.

Goals - Setting clear goals for the different areas of your life can be invaluable. This section allows you to bring into focus your aspirations in terms of your career, your academic ambitions and your personal goals.

Planning - Having set your goals, break each one down into manageable action points. Use this section to get a clear picture of what you need to do and when. A financial planning tool is also included.

Opportunities - There are so many opportunities at University, but how do you find out about them all? This section gives a comprehensive guide from voluntary work to round the world expeditions.

Progress - During your time at University make time to assess how you are progressing towards your goals. Even if you only take a few hours each term, it will help to keep you on target towards achieving your goals and getting the most out of your time here. At the end of each academic year pull together all your thoughts and reassess your progress.

Job Applications - This section contains useful tips on producing a professional CV. By completing the main sections of this guide you will have already done much of the hard work. It pays to keep track of things as you go along so that you have all the information at your fingertips when it comes to applying for your next step.

The University's Skills Plus strategy (of which PDP is one element) has been developed to help provide a better learning experience for you as students. Recognising the increasingly competitive graduate labour market, Skills Plus also helps to ensure that you will leave the University of Plymouth with not only a good degree, but also additional skills and qualities that will make you more employable. It is also accessible through the A to Z and is recommended reading.

University of Plymouth PDP standards

The university has produced a straightforward set of PDP standards to guide to academics, students, planners, managers and support staff in what may be expected of them and how their role fits with the PDP process.

Information concerning University of Plymouth PDP is available electronically at: <https://exchange.plymouth.ac.uk/intranet/skillsp/Public/pdp/Personal%20Development%20Planning.doc>

3.6 Extra Curricular Activities & Paid Work

One of the benefits of attending University is the opportunity to develop interests outside of your academic studies. There are many societies and clubs interested in recruiting you to their membership. Enjoy these activities - but do not over commit yourself, as these hobbies and pastimes can easily take up all of your time!

Many students find that in order to make ends meet or to avoid excessive debts and loans they need to take on paid work in addition to their studies. In the present and foreseeable financial climate this is understandable - but do remember - if you are on a full-time course it is designed to be studied as though it were a full-time job. If you take on paid work in addition to a full-time course it will almost always compromise your studies - for reasons of time, mental and physical energy. However, if you do take on paid work, avoid excessive hours, and try to negotiate flexible working times with your employer so that you can give extra time to your studies when needed - such as when coursework is due or when you need to prepare for examinations.

4 COURSEWORK

4.1 General

Coursework includes laboratory reports, tutorial exercises, integrative assignments, in-course tests (ICT's), end-of-module tests (EMT's), design projects, essays, and other work set and assessed during the delivery of a module.

All the modules of your course have a coursework component. With some modules it is the only component. The balance between assessed coursework and examination for each module is given in your *Course Handbook*.

You will be advised what contribution each item of assessed coursework has toward the total coursework assessment for each module.

Coursework usually has to be done in your own time, but regular class sessions are timetabled for **all** modules, including modules assessed wholly by coursework. You are expected to attend all of these sessions. Lecturers will be on hand to advise and assist you, and will frequently use these sessions to give vital ongoing instructions and information.

Coursework, unlike examinations, serves two primary purposes - that of learning and that of assessment. Both are important.

If you are preparing coursework on a computer, it is essential that you keep at least two back-up copies on floppy disc or CD. See also Section 4.4 below.

Read any handouts specifying coursework very carefully (this also applies to exam questions). Make sure you understand what is required. Ask if you don't.

It is normally acceptable to insert diagrams, tables etc. taken from other publications or the internet, **provided** you acknowledge the source of the information. Full details should be given, e.g. author, title, publisher, and date. In the case of material taken from the internet, the full URL should be given and the time and date.

Failure to fully acknowledge copied work (in other words presenting it as your own work) may result in your being accused of plagiarism, which attracts heavy penalties. Further information is given below:

Academic Dishonesty

The School has adopted the following guidelines on the prevention of academic dishonesty.

1. Read the University Regulations on Academic Dishonesty, a copy of which is included in the University's Student Handbook. If you fall foul of these regulations, the consequences could be serious for you. Bear in mind that ignorance of the rules is no defence. The following extract from the regulations gives examples of examination and assessment offences:

2.8 Copying or attempting to copy the work of another student, whether by overlooking his/her work, asking him/her for information, or by any other means.

2.9 The submission for assessment of material (written, computer generated, visual or oral) or ideas originally produced by another person or persons, without clearly

indicating both in the text and by use of bibliographic referencing, that the material is not original, such that the work could be assumed to be the student's own. This includes inter alia: the use of quotations or close paraphrasing without the use of quotation marks and referencing (plagiarism); the use of intellectual data or ideas without acknowledgement; copying, summarizing or paraphrasing the work of another student or graduate; commissioning another person to complete the work which is then submitted as the student's own work; the use of professional essay writing services or work drawn from the internet.

2.10 The unauthorized use of the work of another student (whether by taking a hard copy without permission or through access to a hard or floppy disk).

2.11 The representation of work produced in collaboration with another person or persons as the work of a single candidate.

2. Individual assessment (whether in exams or coursework) forms a small but important part of your learning process. Except when you are being individually assessed, we encourage you to work together to learn from each other. All coursework counts as individual assessment unless you are explicitly told otherwise by your lecturer.

3. In some subjects (often those assessed by essays) it is possible for students to discuss the coursework questions and still genuinely do their own work on answering the questions. However, this is generally not true in mathematical/engineering subjects, unless your lecturer explicitly tells you otherwise. So if you are stuck on a coursework question ask your lecturer for advice, not another student.

4.2 Coursework Submission

Each coursework assignment will be set a due date by which it must be submitted.

Failure to submit coursework by the due date will normally result in its not being accepted for marking. The reasons for this are:

- a) If you take extra time compared with your fellow students you have an unfair opportunity to do more, better or higher quality work.
- b) Late submission is taken as evidence of failure in self-organisation and self-management on your part.
- c) In order to assess coursework fairly lecturers need all assignments to be available. Late submission will delay assessment and, again, is unfair to your fellow students.

You should submit your coursework assignments to the lecturer concerned via the Faculty Office where its receipt will be electronically recorded. The School will not accept responsibility for the loss of coursework submitted in any other way.

Please **do not** submit coursework in plastic pockets - it makes marking very inconvenient. A staple (*not* a paper clip) in the top left corner is all that is required to bind an assignment of a few pages. For 6 pages or more you may wish to use a binder, but make sure you allow adequate margins on **both** sides of the paper so that your work can be marked without having to remove it from the binder. **Submit each assignment separately**, even if the assignments are for the same lecturer and handed in at the same time, and ensure that your name, course and stage, module code and the designated lecturer's name appears on the front page or cover.

Coursework Submission and Receipting

The Faculty of Technology is introducing an improved system for coursework submission and receipt this academic year.

This system allows for electronic receipting of coursework at the point of submission offering a secure submission method, allowing you to physically observe coursework being received. You will need to bring your coursework to the Faculty Administration Office, 006 Smeaton Building. You will need to have your University Card with you as this needs to be scanned.

Additionally, there will be more flexibility for Module Leaders setting deadline times so you should check the submission deadline for each assignment carefully.

You should also give due consideration to your personal time management to ensure that coursework is submitted in plenty of time prior to the deadline. Coursework can be submitted at any time ahead of the deadline. However, the Faculty cannot take any responsibility for late submission due to late arrival, queues, etc. Please note that the University enforces a penalty of zero percent for work submitted after the published deadline without valid extenuating circumstances. Late arrival for submission or queues will not be considered as valid extenuating circumstances (see University student handbook on the portal for details).

You should note that coursework for modules run by other Faculties may have a different submission process. Details should be provided to you when you are issued with the coursework brief.

FOR RETURNING STUDENTS: The new method of coursework submission means that you will no longer submit work via labelled boxes and will no longer be issued with separate individual barcodes for attaching to coursework.

4.3 Scheduling of Coursework

Coursework submission dates for each module will be specified on a module schedule, which you should receive at the start of each module you are studying. The aim is to inform you in advance as to the lecture topics, the number of assignments and their due dates together with other relevant information.

Coursework often tends to become due during the latter half of the module. Where a number of assignments become due at around the same time it is your responsibility to ensure that all of the required work is not left to the last minute. **Plan** your workload to ensure that you meet the deadlines.

4.4 Valid Reasons for Late Submission of Coursework

Illness, accident, or circumstances of a compassionate nature (e.g. death of a family member) normally constitute the only valid reasons for late submission.

Such late submissions must be accompanied by an extenuating circumstances form **and** corroborating evidence (such as a doctor's note) as appropriate.

Travel bookings to go home before the end of term or before statutory holidays (Christmas and Easter), or private arrangements to take holidays during term time

are NOT accepted as valid reasons for late submission of course work. The timing of ICT's etc. will not be changed to suit any student's individual requirements.

Loss of discs, data, or the breakdown of your computer or printer, is also NOT accepted as a valid reason for late submission of coursework. It is up to you to guard against these eventualities by maintaining back-up copies of your work and not leaving the printing of your assignments to the last minute.

See the **General** sub-section under the **Assessment** section of your Course Handbook to find out how Assessment Boards normally take account of assessments affected by extenuating circumstances.

4.5 Coursework Assessment

Coursework will normally be given a grade or a mark (%).

A Marking Guide and typical Assessment Criteria are given below.

In modules assessed wholly by coursework you will normally be able to form a reasonably accurate idea as to your final overall assessment. In the event of a predicted failure in such a module it is not normally permitted to revise or resubmit coursework prior to the Assessment Board for that module. Prior to the final decisions of the Assessment Board all marks are provisional and subject to moderation.

4.6 Return of Coursework

Your lecturers will normally aim to mark your coursework and return it to you within 2 working weeks although at times this could be within 4 working weeks of the submission deadline. However, for some coursework this may not be possible or necessary, e.g. your Project Report, or the final coursework assignment of a module, which may be a major assignment and therefore in the nature of a 'final' assessment in that module. Such assignments may not be returned until after the Award Board meeting for that module.

4.7 How Coursework is Marked

The information below gives an indication of the attributes that lecturers are looking for when they assess your coursework.

The marking of honours degree assignments is not simply a measure of the amount of work done. A broad interpretation of the expectations for each degree category follows. Note that the actual mark given will depend on a balance of all the aspects indicated.

Your mark will reflect the extent and validity of the evidence presented for the work done in accordance with the assignment requirements.

First Class Honours (70% -100%)

All minimum criteria for the assignment are met together with:
the correct use of techniques, skills and tools, appropriately applied and giving correct results, with evaluation of the assumptions and limitations thereof;
evidence of having investigated the wider context of the work with reference to contemporary work (i.e. recent academic/technical journals or papers);
a risk analysis, where appropriate, including health and safety issues;
evidence of critical judgement in respect of environmental, economic, social, ethical and professional issues;

clear presentation of all necessary steps in an analysis with critical comment;
calibration of instrumentation, where appropriate, with clear documentation and critical appraisal of calibration issues;
verification, where possible, of analytical or experimental results obtained against one or more independent methods;
evaluation of the extent, causes and routes to minimisation of variability in results or analysis;
some evidence of original thought especially in the context of 'quality of life and wealth creation';
clearly written and well presented report with all relevant sections and displaying flair and imagination.

Upper Second Class Honours (60-69%)

All minimum criteria for the assignment are met together with:
the correct use of techniques, skills and tools, appropriately applied and giving mainly correct results, with some evaluation of the assumptions and limitations thereof;
some evidence of having investigated the wider context of the work;
consideration of appropriate health and safety issues;
some evidence of critical judgement in respect of environmental, economic, social, ethical and professional issues;
clear presentation of all necessary steps in an analysis;
consideration of calibration of instrumentation, where appropriate;
consideration of analytical or experimental results obtained against an independent method;
some evaluation of the extent, causes and routes to minimisation of variability in results or analysis;
clearly written and well presented report with all relevant sections.

Lower Second Class Honours (50-59%)

All minimum criteria for the assignment are met together with:
the correct use of techniques, skills and tools, appropriately applied and giving mainly correct results, with limited evaluation of the assumptions and limitations thereof;
some evidence of having investigated the wider context of the work;
mention of appropriate health and safety issues;
some evidence of critical judgement in respect of environmental, economic, social, ethical and professional issues;
reasonably clear presentation of all necessary steps in an analysis;
some consideration of calibration of instrumentation, where appropriate;
some consideration of analytical or experimental results obtained against an independent method;
some evaluation of the extent, causes and routes to minimisation of variability in results or analysis;
clearly written report with all relevant sections.

Third Class Honours (40-49%)

All minimum criteria for the assignment are met together with:
the correct use of techniques, skills and tools, appropriately applied and giving mainly correct results but with some minor errors;
adequate evidence of having investigated the wider context of the work;
mention of appropriate health and safety issues;

adequately clear presentation of all necessary steps in an analysis;
adequate consideration of calibration of instrumentation, where appropriate;
clearly written report with relevant sections.

4.8 If you fail a Module at First Attempt

This information is available on the University web-site (University regulations), but is repeated here for your convenience. However, please also see the note on the bottom of p.5.

You will fail a module if you fail to achieve at least 30% in each assessed element (typically coursework and examination) or if you fail to achieve 40% for the module as a whole. Provided you do not fail more than 60 credits at Stage 1, 40 credits at Stage 2, and 20 credits at Stage 3, you will normally be offered referrals in the failed elements of the module.

Referrals mean that you have to submit additional coursework and/or re-sit examinations before the start of the next academic year. A referral constitutes a second attempt at a module, and if offered cannot be refused. Referrals are normally held in September. If you are offered one or more referred exams you need to be available in September to sit them.

If you pass all of the elements in which you are referred you may proceed to the next Stage. If you do not pass all of the elements in which you were referred, or you fail in more than 60 credits in Stage 1 or 40 credits in Stage 2 at first attempt, you will normally be offered the opportunity to repeat the modules you failed and be re-assessed at the next available opportunity (usually the next academic year). Remember that you will become liable for tuition fees in respect of repeating failed modules.

Students often worry about what will happen if they fail in one or more modules. It is obviously better not to anticipate failure (it tends to be self-fulfilling!) and failure is best avoided by taking early action if you are having difficulties. Working steadily on your studies from the very beginning of a module rather than leaving everything to just before the examinations will also help to ensure success.

The following explains what will happen from the University's point of view if you fail one or more modules.

a) Failure in Coursework

Failure in coursework is more serious than failure in examination because you will normally have to repeat the whole module.

If you fail a module because of failure in coursework you will normally have to repeat that module in its entirety with full attendance. This will always be the case for modules that are assessed wholly by coursework.

THE MOST COMMON COURSEWORK FAILURE IS FAILURE TO SUBMIT COURSEWORK

With the best will in the world your lecturers cannot award marks for nothing!

b) Failure in Examination

If you fail a module because of failure in examination only (i.e. you achieve a pass in the coursework) you may be offered a referral in examination only. Your coursework mark may be carried forward.

c) General

A module that is passed on referral will normally be awarded a 'PASS' grade only (40%) irrespective of the actual mark obtained.

4.9 Retention of Coursework

Marked coursework is often required for inspection by External Examiners, Accrediting Bodies, HEFCE, etc. Also if any dispute arises as to your coursework marks you will need to be able to produce your assessed coursework. It is therefore important that you collect and retain your marked coursework. It is strongly recommended that you retain all of your marked coursework in a coursework portfolio until the end of your course. You may be asked to submit this portfolio for inspection purposes.

4.10 How to maximise your Coursework Marks

- (i) Read the assignment specification carefully - make sure you understand it. If you don't understand it then seek clarification. You should be aware that in some cases you will deliberately not be given a full specification and in these circumstances you will be expected to use your judgement to fill in the gaps in a sensible/reasoned manner. Marks may be awarded for the discussion in respect of how you fill such gaps.
- (ii) You will normally be free to seek advice or information from other members of staff, as well as the module lecturer. The module lecturer will normally be available only during specified hours. You should aim to make sure your queries are dealt with during those specified hours. Where you seek someone else's opinion, you should bear in mind that opinions may vary, and the best advice from one lecturer may not be considered to be the best by another!
- (iii) In assignments that require diagrams and calculations, students frequently lose marks because they do not adequately explain the calculations or label the diagrams sufficiently to enable them to be understood. Make sure calculations are fully described, diagrams and graphs properly and fully labelled, and any assumptions fully justified and their sensitivity investigated. Copied diagrams, quotations etc. should be properly referenced.
- (iv) With group reports it is easy to finish up very confused - with information omitted or repeated. It is important that a co-ordinator reads a completed group report before it is submitted to check for this kind of problem. It is also important to identify the work done and sections written by the individual group members.

4.11 Group Assignments

During your course you will be expected, from time to time, to work in small or medium-sized groups in the execution of an assignment. These are termed Group Assignments. Group work is an intensive activity, which relies upon the full contribution of each group member. The group may all receive low marks if some members refuse to participate. Employers consider the skills learned during this type of activity very important. In a group you learn about communication, co-operation and others' opinions, together with an overview of the field of study. Group work also helps you develop your own attitudes, effectiveness, etc.

In getting started as a Group you should consider the following:-

- * Do we understand what we have to do?
- * What do we know at present about the task? (Ask each member)
- * Try to identify all the areas that might be relevant.
- * What do we need to find out?
- * Your role: what are your strengths/experiences that would help the group?
- * Choose a leader/coordinator.
- * Who is going to do what? (Write this down)

Group Assessment

Some of your assessments will require you to work in groups.

The following guidelines on group assessment are normally followed:

1. Recognition of the value of assessed group work for learning; developing skills relevant to the work-place; and for developing skills for life-long learning.
2. Group work will be used where appropriate and its relevance explained.
3. Assessment of group work will normally incorporate some individualised assessment.
4. It will normally be the case that the greater the contribution of group work to an overall module mark, the greater the importance of including individualised assessment.
5. Recognition of the value of peer assessment as the main means of providing individualised assessment.
6. The method and role of peer assessment of individual contributions will be explained.
7. Use of a standard approach using information technology to support the peer assessment of individual contributions to a group product.

4.12 Peer Assessment

Group work is an example of an activity where it is not always easy to identify and evaluate an individual's contribution. Peer assessment is a method of enabling this to be achieved.

Peer assessment is where you assess your performance and that of your fellow students.

Its primary purpose is to determine the extent and value of an individual's contribution to **group performance**. It may be used to moderate the overall mark given to a group report.

Peer assessment is intended to avoid any sense of injustice which conscientious students may feel if their work and effort is compromised by the non-attendance or poor performance of a fellow group member, or to avoid a situation where non-contributing members of a group obtain a good mark by 'riding on' the efforts of others.

In order for it to be effective it must be totally confidential and input must be received from ALL members of a group. Note that the process is entirely anonymous so you can be absolutely frank in your assessment. If peer assessment is used, you will be given more detail as to how the process works during your course.

4.13 Group Work Presentations

Group work involves being put together in groups to perform a task. It entails learning skills that cannot be taught in a conventional lecture, i.e. you have to try them out, often learning from your mistakes. A presentation typically requires each member of the group communicating information to the rest of the class.

In presenting the outcome of a Group Assignment you should consider the following:

Before the Presentation:-

- * Review the information each person has found out.
- * Discuss what you think makes a good presentation.
- * Decide your group's approach.
- * Run through it. (Time it).
- * Prepare any extras, e.g. handouts or demonstrations.
- * Prepare slides, OHP transparencies, or Power Point screens and test them in the room prior to the presentation.
- * Prepare notes as a series of headings on cards. Do not read from a report.
- * If things go wrong - don't panic.

Presentation Methods:-

- * 10 minutes is ample (limit : 15 minutes maximum).
- * Introduce your title and aim of the talk.
- * Explain the talk content.
- * Don't forget the conclusion.
- * Be prepared for questions.

During the Presentation:-

- * Don't rush, you can talk faster than a brain can absorb the information.
- * Have confidence, remember you are the "expert".
- * Remember your peers are very supportive and won't mind if you make a mistake.
- * When showing diagrams allow time for them to be understood before removal.
- * Laugh if everyone else laughs.
- * Don't take it too seriously.
- * Note your mistakes.

Peer Assessment:-

- * Has the presentation achieved its aims and how could it have been improved?
- * Was it communicated effectively?
- * What could you have done better?
- * Did one person influence the group more than others?
- * Was anyone left out?
- * How shall we decide a peer mark? (On effort, effectiveness?)

Feedback from the Class:-

- * Quality of presentation.
- * Interesting (too fast/slow).
- * Responses to questions.
- * Quality of conclusion.
- * Enthusiasm, clarity, etc.
- * Mention your own experiences which might be helpful.

Marking Guide

Mark %	Grade	Class
100	A+	1st
85 84	A	
70 69	B+	2.1
65 64	B	
60 59	C+	2.2
55 54	C	
50 49	D+	3rd
45 44	D	
40 ≤39	E	Fail

5 EXAMINATIONS

5.1 General

Examinations are time-limited assessments in which every student is tested by the same means under the same conditions. The University conducts examinations in such a way as to be reasonably sure that examination performance is entirely your own.

In contrast to coursework, where the University may not know whether the work you submit is entirely your own or the result of collaboration, copying, or accomplished via privileged means, examinations test your individual knowledge and ability under particular circumstances.

In examinations you really are on your own. It is therefore vitally important that you prepare for them. Your own individual, unaided, conscientious work on both assessed and unassessed assignments and tutorials **throughout the module** is the best way to prepare for examinations. Further advice on preparing for examinations will be given as part of your course.

Students who habitually work together on assignments and tutorials are at risk of failing examinations if individual ability is not acquired.

5.2 Formal Examinations and Module Tests (ICT's & EMT's)

For the purposes of assessment there is no difference between Formal Examinations and In-Course or End-of-Module Tests. The former are normally supervised by the University Registry whereas the latter are set, administered and supervised by the module lecturer within the context of the normal timetable.

However, ICT's and EMT's normally contribute to the coursework element of a module. The module lecturer will advise you when and where ICT's or EMT's will be held.

5.3 Consequences of Module failure

This information is available on the University web-site (University regulations), but is repeated here for your convenience.

Your Course Handbook specifies the conditions that must be met to enable you to progress from one stage to the next or to achieve an award.

Generally, provided you fail fewer than 60 credits at Stage 1 or 40 credits at Stage 2, you will be permitted to progress to the next stage subject to passing referred (re-sit) examinations and/or coursework as described above.

If you fail more than 60 credits at Stage 1 or 40 credits at Stage 2, you will not normally be permitted to progress to the next stage, but you will be offered the opportunity to repeat the modules you failed. Normally you are allowed up to three attempts to pass a module. A first examination and referral count as two attempts.

Remember, you will normally become liable to pay tuition and examination fees for modules you are required to repeat. Grant Authorities do not normally make awards for repeating a stage. You will also have to pay your own living expenses for the repeat year.

University compensation rules are not automatically adopted for modules on the programmes set out in this handbook. Compensation may vary from programme to programme.

6 HEALTH and SAFETY

6.1 General

For the most part, health and safety is matter of common sense combined with proper care and attention in the operation of equipment and in personal conduct.

The following safety notes are, however, important, and you will have to sign a statement saying that you have both read them and that you will comply with them.

6.2 Safety Notes for Students in Electrical and Mechanical Workshops and laboratories

Introduction

In accordance with the Government's Act for 'Health and Safety at Work', it is the responsibility of the University of Plymouth to require students to:

- (a) Take reasonable care for the health and safety of him/her self and other persons who may be affected by his/her acts or omissions at work; and
- (b) Ensure that instructions on safe working procedures are complied with.

Owing to potential hazards associated with electrical and mechanical equipment in laboratories and workshops, students must behave in a responsible manner at all times. The following general safety precautions must be observed; in addition, individual laboratories and workshops may have other specific hazards and rules pertaining to them which must be carefully observed. These specific safety rules are displayed in the areas to which they apply.

**THE LECTURER IN CHARGE OF THE CLASS
WILL DECIDE ON WHETHER OR NOT THERE IS
A POTENTIAL HAZARD AND ON ANY
NECESSARY PRECAUTIONS**

Protective Clothing and Safety Equipment

- (a) Appropriate, correctly fitting protective clothing (fastened at the front and at the sleeves) must be worn in all designated areas.
- (b) Approved headwear and eye protection must be worn at all times by any person using, observing or setting machine or tools designed for the removal of material, e.g. lathes, milling machines, drilling machines, grinding wheels, chisels, etc.
- (c) Gym shoes or similar lightly constructed footwear must not be worn where this represents a hazard.

- (d) Finger rings, metal bracelets, pendants, loose clothing, scarves, ties and long hair are all potentially dangerous in all laboratories and workshops and should not be worn.
- (e) Appropriate safety equipment for all operations is available and must always be used.

For visits to construction sites, you must purchase and have the following personal protective equipment (PPE):

- **Reflective Jacket:** to EN471 Class 3. (i.e. a full jacket with sleeves and with at least two bands of reflective tape around the body and sleeves).
- **Safety Shoes or Boots:** with 200 Joule toe protection to EN345-1 and a penetration resistant midsole (just in case you tread on a nail).
- **Safety Helmet:** to EN397. Look for a design which has fittings to accept a chin strap.

Stage 1 students will be given details of local stockists from whom they can purchase PPE during Induction.

Code of Practice Applicable for All Laboratories and Workshop Areas

1. Students are not permitted to enter any workshop or laboratory without the permission of a member of staff.
2. In no case may a student work unsupervised or be alone in a laboratory or workshop at any time.
3. Smoking and the consumption of food and drink are forbidden in laboratories and workshops.
4. Students are forbidden to switch on Electrical Supplies, handle, start or operate machines or other apparatus and equipment without the authorisation of their Supervisor. However, students are warned that staff may have switched on some equipment in preparation for a laboratory class.
5. All items of equipment must be effectively earthed at all times unless is known to be of double-insulated (Class II) construction.
6. No item of electrical equipment belonging to a student may be used in a workshop or laboratory without the permission of the Supervisor and the appropriate test being completed.
7. In workshop or laboratory areas where “Emergency Stop” buttons are provided, students must be aware of their position and understand that they must use them in the event of any emergency.
8. Experimental equipment must be switched off when left unattended unless authorised by the Supervisor.

9. All guards and safety devices must be correctly adjusted and used when operating machine tools and other moving machinery, equipment or electrical supplies.
10. If any machine, item of equipment or apparatus ceased to function properly or is thought to be unsafe, it must not be used and the situation reported to the Supervisor immediately. 'Out-of-order' safety notices and covers must not be removed.
11. After use, all machine tools, apparatus or equipment must be switched off and, if possible, isolated from the mains supply.
12. All workshop and laboratory areas must be kept clean and the floor free of obstruction, grease, etc.
13. Students must take every care to avoid any action that could become a safety hazard. All accidents and injuries, however slight, must be reported immediately to the Supervisor of the class who will complete an accident report.
14. No-one must ever run, throw anything or indulge in any reckless behaviour in a workshop or laboratory.
15. Hats, coats, cases and crash helmets must be placed in the spaces provided.
16. It is the student's responsibility to know the procedures for emergency evacuation of college premises.
17. Students must familiarise themselves with the electrical shock procedures and methods of giving artificial respiration described on the notices displayed in all laboratories and workshops.
18. Students suffering from epilepsy, diabetes, having a cardiac pacemaker or any other disability which might require emergency treatment must inform their Head of School at the earliest possible time after enrolment in order that assistance of the correct kind may be rendered quickly in case of need.

ACCESS TO A LABORATORY WILL BE REFUSED TO ANY STUDENTS WHO ARE CONSIDERED TO BE UNFIT BY THE LECTURER IN CHARGE.

STUDENTS WHO DO NOT COMPLY WITH THESE REGULATIONS OR THE INSTRUCTIONS OF THE LECTURER IN CHARGE WILL BE INSTRUCTED TO LEAVE THE WORKSHOP OR LABORATORY, AND APPROPRIATE ACTION WILL BE TAKEN BY THE HEAD OF SCHOOL.

UNIVERSITY OF PLYMOUTH

SCHOOL of ENGINEERING

I have read and I understand the University of Plymouth Safety Notes for Students in Electrical and Mechanical Workshops and Laboratories.

I agree to comply with all the requirements.

SIGNED
DATE

NAME
(BLOCK CAPITALS)

COURSE
YEAR

**THIS PAGE WILL BE RETAINED
BY THE SCHOOL**

7 OTHER MATTERS

7.1 General

You will need a good calculator and you will need to be able to use it quickly and accurately. Buy a good quality university approved calculator early in your course and become absolutely familiar with its use. Aim to use the same calculator right throughout your course.

A programmable calculator is not necessarily a justifiable expense, and may be banned from tests and examinations. Check before you buy.

For some modules you may need to provide yourself with a basic drawing kit, a sketch book/pad and a simple tool kit. The lecturers responsible for the relevant modules will provide specific details.

Buy a good quality stapler (No.56 size) and a robust standard two-hole paper punch.

7.2 Word-processing, Spreadsheets & Desktop Publishing

You are strongly advised to develop your skills in this area. Your final stage project must be typed or word-processed, and most lecturers prefer assignments to be typed or word-processed as they are easier to read and mark. Proficiency at keyboard skills will make report writing easier and quicker. These skills will be advantageous, not just for your studies, but also for your future career. Use the spell checker just before you finalise your work but watch out for valid words that are still wrong.

Desktop Publishing may be used to 'pretty up' a report title page. There is nothing wrong with doing this, but it can be very time-consuming, and is scarcely worth it.

7.3 Personal Computers (PC's)

PC's are used in virtually every branch of engineering, business and industry. It is therefore advisable to become a competent PC user and become thoroughly familiar with the potential and capabilities of PC's. It will be assumed that you already have basic knowledge and operational ability to use an IBM type PC. University PC's are often in heavy demand, so if you can afford to buy a PC of your own you will find it very useful. A basic PC with useful software, that will accomplish 90% of your coursework, can be bought for as little as £200. You should give serious consideration to purchasing one for yourself.

The Computing Centre, (Babbage Building), provides pamphlets about most aspects of computing. Many of these are free or cost only a nominal amount. Information is also available regarding the purchase of both hardware and software.

7.4 Common or Transferable Skills

Common or Transferable skills, also referred to as 'Key Graduate Attributes and Skills', (KGAS) are those implicit in the learning and communication aspects of your course. Examples of these skills are:

Analysis and Evaluation	Synthesis, Creativity and Problem Solving	Interactive and Group skills	Self Appraisal, Reflection and Professional	IT skills	Planning and Management of Learning	Practical and Psycho Motor	Communication and Presentation
-------------------------	---	------------------------------	---	-----------	-------------------------------------	----------------------------	--------------------------------

They apply to any area of study or work (hence 'common'). The need for these skills form an integral part of your course and where they are assessed this is done, in most instances, by means of peer comparison and subjective judgement - but based on designated assignments. These skills link to the section above on PDP and will be developed throughout your course. Many prospective employers regard these skills as vitally important, sometimes even more important than the specific knowledge and expertise you will gain from your chosen discipline.

You will be advised of the important skills implicit in an assignment at its commencement. Your work and progress will be monitored during the assignment and feedback given at the conclusion of the assignment in appropriate form, e.g. written comments, verbal debriefing, peer assessment, external evaluation (via visiting lecturers or industrialists etc.) Your *Course Handbook* indicates which skills are embodied in each module.

7.5 Notice Boards and the Student Portal and School web pages

There are general notice boards covering Graduate Opportunities and Industrial Training. There are also notice boards for each Course and Stage in the School.

Check your course notice board daily for details of any changes in timetable, rooms, announcements, etc.

Module and Course information is frequently posted on the Student Portal or School web pages under module or course code. Ensure you know how to access it and check it regularly.

7.6 Feedback

Constructive feedback from students is an important part of maintaining a high quality course. Informal comments may be made to lecturers or to the Course Co-ordinator at any mutually convenient time.

The normal forum for feedback is via your Class Representative at Course Committee meetings. However, if any matter needs urgent attention - don't wait until a Course Committee meeting - see the Course Co-ordinator as soon as possible.

From time to time you will be invited to fill in feedback questionnaires. Your honest opinions are required. The information you provide is analysed to assist teaching staff in the delivery of their modules.

7.7 Course Committees

Three times a year, usually in November, February and April/May, Course Committee meetings are held in order to ensure that your course has a say in the way in which it is being delivered and managed. Your course and stage will be represented by a democratically elected Class Representative, and he or she will undertake to represent the views, opinions or concerns of your class to the teaching and administrative staff of the School. Where it is possible to make improvements or remedy problems action can then be taken.

7.8 The Role of Class Representative

The Class Rep. will represent the class at Course Committee meetings and also liaise between the class and the Students Union. The Class Rep. may occasionally be asked to act as link person in respect of external visits, e.g. from an External Examiner, or HEFCE.

Prior to Course Committee meetings your Stage Tutor and Class Rep. will be expected to find out whether the class has any concerns or requests and bring these to the meeting. This will normally be done at **Staff-Student liaison meetings** arranged to take place just before Course Committee meetings. The Class Rep. will also take back to the class the decisions of the Course Committee, and generally keep the class informed about course matters.

Remember that Course Committee primarily addresses matters concerning the course as a whole, e.g. timetables; assignment load; exams etc. Matters involving individual students or lecturers, or problems specific to your course or to specific modules should normally be resolved at the Staff-Student liaison meetings, or, if necessary, by a direct approach to the lecturer concerned or via your Stage Tutor.

The Class Rep. will be provided with an agenda, and, after the meeting, with minutes. There is normally a specific agenda item giving the Class Rep. the opportunity to bring concerns to the meeting.

The Students Union offers training for Class Reps. If you are elected Class Rep. take advantage of this.

8 PRIZES AND COMPETITIONS

There are a number of prizes and competitions for which students may enter or compete. Many students have done extremely well in external competitions and you may be one of them in future.

Details of prizes and competitions will appear on notice boards. If you think you have a good chance of winning then approach the lecturer who is administering the prize or competition and have a go!

To give you an example of the prizes and awards for which students compete or are put forward for, here is a typical prize list for the School:

INSTITUTION of MECHANICAL ENGINEERS BRANCH PRIZE

For best student in Mechanical Engineering:

INSTITUTION of MECHANICAL ENGINEERS PROJECT PRIZE

For best Mechanical Engineering Project:

INSTITUTION of MECHANICAL ENGINEERS

Best Student Certificates:

INSTITUTION of MECHANICAL ENGINEERS TROPHY

For best Industrial Training Performance:

INSTITUTE of MATERIALS

For best Materials Project:

HEAD of SCHOOL PRIZE

For outstanding acumen in Mechanical Engineering Design:

ALASTAIR DICKINSON PRIZE

For the BEng student with the most significant academic improvement from Stage 1 to Stage 2:

LOCAL INDUSTRY PRIZE

For high academic attainment in BSc studies in Stage 1:

INSTITUTE OF MARINE ENGINEERS PRIZE

For the best overall performance on the BEng (Marine Technology)

BAe SYSTEMS – RINA STUDENT NAVAL ARCHITECT AWARD

For the best project (with particular emphasis on presentation) on the BEng (Marine Technology) and the BSC (Marine & Composite / Marine Sports Technology) courses

THE RINA SCHOLARSHIP

For the students completing stage 2 of the BEng (Marine Technology) and BSC (Marine & Composite / Marine Sports Technology) who are considered to have the best potential in the field of Marine Technology (recipient must be a RINA student member).

9 STUDENT PASTORAL CARE

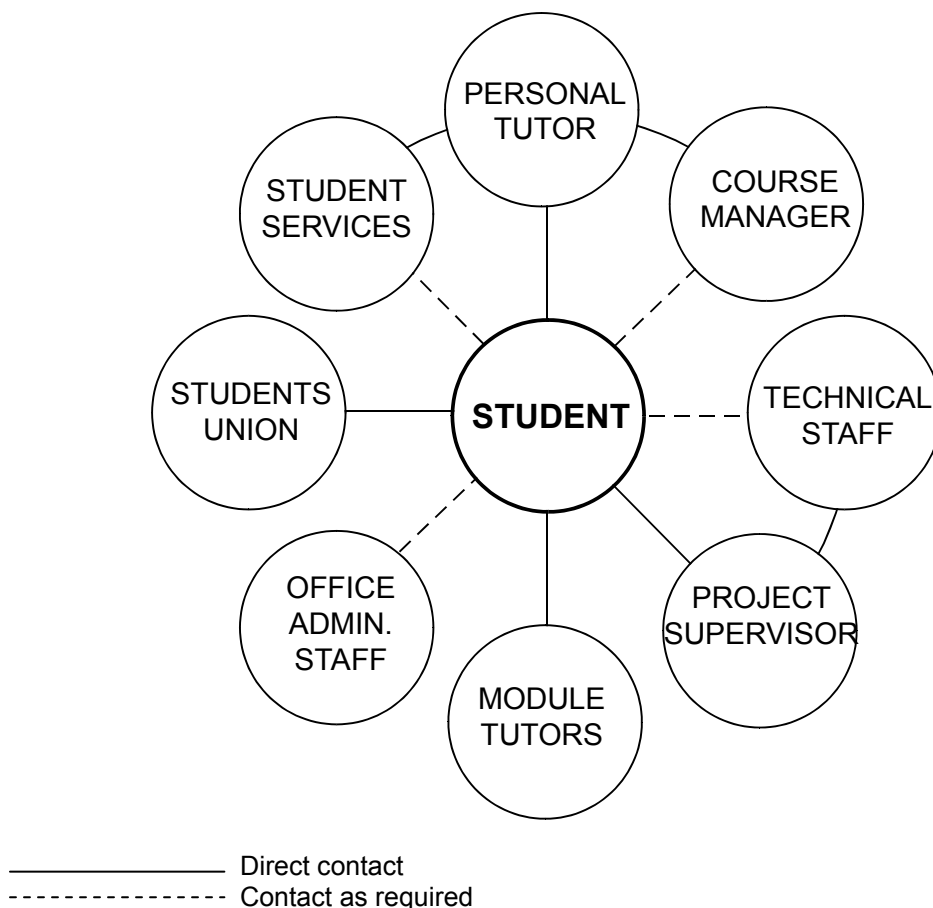
If you need to talk to a member of staff about your course or about any situation that you feel is affecting your ability to study or succeed on the course, then you should seek to make an appointment with your Personal Tutor. Because of the large number of students in the School it is not possible to see each and every student on a regular individual basis.

Normally the First and Second stage tutors also act as Personal Tutors to the students of that course and stage. They can, on an appointment basis, provide help and guidance in both personal and course-related matters.

Students may be referred to a student counsellor or another member of staff if specialist help is required (shown dotted on the diagram below).

During the final stage of a course a student's Project Supervisor normally also acts as Personal Tutor.

Contact between students and University staff is illustrated below.



Notes