MSc Digital Forensics and Computer Security

Programme Handbook

2014-2015
# Table of contents

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>3</td>
</tr>
<tr>
<td>1. The Department of Computing and Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>2. Aims and Objectives</td>
<td>6</td>
</tr>
<tr>
<td>3. The MSc Digital Forensics and Computer Security Programme Structure</td>
<td>13</td>
</tr>
<tr>
<td>4. Learning and Teaching</td>
<td>14</td>
</tr>
<tr>
<td>5. Assessment</td>
<td>18</td>
</tr>
<tr>
<td>5.1 Submitting Work for Assessment</td>
<td>18</td>
</tr>
<tr>
<td>5.2 Return of Assessed Work</td>
<td>19</td>
</tr>
<tr>
<td>5.3 Extenuating Circumstances</td>
<td>19</td>
</tr>
<tr>
<td>5.4 Publication of Results</td>
<td>20</td>
</tr>
<tr>
<td>5.5 Grading System</td>
<td>20</td>
</tr>
<tr>
<td>6. Writing an Assignment</td>
<td>20</td>
</tr>
<tr>
<td>6.1 Presentation</td>
<td>21</td>
</tr>
<tr>
<td>6.2 Suggested Format</td>
<td>21</td>
</tr>
<tr>
<td>6.3 Plagiarism</td>
<td>22</td>
</tr>
<tr>
<td>7. Responsibilities</td>
<td>23</td>
</tr>
<tr>
<td>7.1 Staff Responsibilities</td>
<td>23</td>
</tr>
<tr>
<td>7.2 Obligations of Course Members</td>
<td>23</td>
</tr>
<tr>
<td>7.3 Programme Leaders</td>
<td>24</td>
</tr>
<tr>
<td>7.4 Module Leader</td>
<td>24</td>
</tr>
<tr>
<td>7.5 Meeting Tutors</td>
<td>24</td>
</tr>
<tr>
<td>7.6 Notice board and Web Page</td>
<td>25</td>
</tr>
<tr>
<td>8. Quality Assurance</td>
<td>25</td>
</tr>
<tr>
<td>8.1 Programme Committee</td>
<td>25</td>
</tr>
<tr>
<td>8.2 Student Representatives</td>
<td>25</td>
</tr>
<tr>
<td>8.3 Student Feedback</td>
<td>26</td>
</tr>
<tr>
<td>8.4 Withdrawal from Programme</td>
<td>26</td>
</tr>
<tr>
<td>9. Other Services and Facilities</td>
<td>26</td>
</tr>
<tr>
<td>10. Contact Numbers</td>
<td>33</td>
</tr>
</tbody>
</table>
11. Appendices

11.1 Module Specifications
11.2 Assessment Regulations

Disclaimer

This handbook is intended for the guidance of participants enrolled on the MSc Digital Forensics and Computer Security programme. Whilst the content represents our intentions at the time this handbook was prepared it is the nature of higher education that programmes and content will change over time. Thus the University reserves the right to make such changes as it deems necessary from time to time, both before and after admission to the programme.
Welcome by the Dean of College

On behalf of the staff of the Department of Computing I would like to extend a warm welcome to the University of Derby.

Computing is one of the most rewarding and challenging fields around. It drives innovation; it is key to economic prosperity and has increasing influence on social well-being. More and more businesses, systems and the everyday devices we use rely on computing to function. Computer scientists have, over the years, provided us with means of storing, processing, transmitting and manipulating data and information yielding solutions that have had an enormous impact on the way we live, work, play, learn, and socialise.

In the Department of Computing we offer a range of stimulating and interesting computing programmes, both at undergraduate and postgraduate levels. The MSc in Enterprise Computing gives you the opportunity to influence how we do things by developing (or overseeing the development of) creative solutions and systems that make a positive difference and contribute to economic prosperity and social welfare.

My colleagues and I understand your hopes and ambitions in embarking on a challenging course of study. No doubt, like us, you will feel the challenge is exciting and worthwhile. I hope that studying in the Department of Computing meets your expectations and that you find our learning environment as exciting as we do!

I wish you success in your studies.

Dr Nikolaos Antonopoulos
Dean of the College of Engineering and Technology
Welcome by the Head of Department

On behalf of the staff of the Department of Computing and Mathematics, I would like to extend a warm welcome to you.

Computer Science and Mathematics are key drivers for economic prosperity, and the innovations they bring to our daily lives often have a positive and lasting influence upon social well-being.

Today, businesses need computer systems to be able to compete and innovate. These systems require highly skilled people to design, specify, construct and deploy fast-moving technologies, in ever-decreasing timescales.

As such, global industry needs Computer Scientists, Mathematicians, Network Engineers, Statisticians, and a whole host of new and emerging occupations that require advanced, applicable analytical and problem-solving skills.

The Department of Computing and Mathematics offers a range of stimulating and interesting programmes, both at undergraduate and postgraduate levels.

Our partnerships with local, national and international employers give students the opportunities to engage in real-world projects before they graduate. As you study alongside internationally recognised academic staff, you’ll be able to develop the edge that is required in an increasingly competitive employment marketplace.

My colleagues and I understand your hopes and ambitions in embarking on a challenging course of study. No doubt, like us, you will feel the challenge is exciting and worthwhile.

Good luck on your journey towards an amazing career.

Professor Richard Hill
Head of Department, Computing and Mathematics
Welcome!

I hope you had a fantastic summer. Whether you’re a new student or coming back to your studies, I thought I’d just let you know that I’ll be available throughout the academic year if you need help with anything, such as:

- Programme information (including transfers)
- Authorised break from study
- Referrals
- Credits
- Help and assistance during your studies

I’ll be keeping you updated by email with faculty news and issues throughout the year and I will also be around during induction and enrolment, so if you have any questions or you are not sure about something please stop and ask me.

We have lots of opportunities for you to get involved in and drive change. Programme Representatives are student volunteers who represent their classmates at important committees and boards. This will give you the opportunity to enhance your employability skills and make a real change for your peers. We still have some positions available so if you are interested please get in touch.

You can come and see me in E505b (East Tower, 5th floor, Kedleston Road), or contact me on:

T: 01332 592247
E: J.Pearson@derby.ac.uk

Have a great year ahead!
The Department of Computing and Mathematics

The Department of Computing and Mathematics provides computing development locally, regionally nationally and internationally. We offer a wide range of undergraduate, postgraduate and professional qualifications, including Doctorate level. With specialisms in Computing and Mathematics, a wide spectrum of expertise is resourced. In terms of quality of provision, the School received an ‘excellent’ rating by the Higher Education Funding Council, confirming the opinion of past and present students.

1.1 Aims and Objectives of the MSc Programme

There is a rapid growth and continued demand in the digital forensics industry – an area very closely related to information security. A number of very specific factors are contributing towards the importance and growth of digital forensic investigation as a career opportunity:

- Heightened threat levels have increased the requirement for intelligent analysis of information and investigation of digital devices
- Increased capacities in memory storage mean that investigations are taking longer. Meetings with two police authorities in October demonstrated that many police forces are struggling to deal with a backlog of digital cases.
- An increasing multitude of digital devices capable of storing evidence have made the issue of investigation more complex

In addition to the clear UK demand international markets like India have steadily began to recognise the value of computer forensics particularly on the back of the Mumbai Terror attacks in November 2008. The dossier of evidence subsequently released pointed to the use of a satellite phone, GPS set and exchange of IP addresses (attached to emails exchanged in the planning of the attack); it demonstrated that India was not adequately prepared to deal with the intelligence involved in such attacks. This heightened awareness and a number of Universities have since started to offer digital forensics related degrees. The current programme has steadily attracted a reasonable number of international students.
Programme Title
MSc Digital Forensics and Computer Security

Named Awards
Postgraduate Certificate in Digital Forensics and Computer Security
Postgraduate Diploma in Digital Forensics and Computer Security
Master of Science in Digital Forensics and Computer Security

Awarding Institution
University of Derby

Institution(s) Delivering the Programme
University of Derby

External Accreditation/Recognition
None

Proposed Start Date
September 2014

JACS Code(s)
MG5AO
Programme Objectives

This programme has been designed with the following principles at its core:

• **Employability** – This programme employs a Learning, Teaching and Assessment (LTA) Strategy that is geared towards the needs of industry and thus presents opportunities to build up the practical experiences of students.

• **Curriculum informed by research** – The modules that students undertake incorporate the latest technologies and approaches, and are delivered by research-active academic tutors.

• **Internationalised provision** – The nature of IT is such that professionals will be required to work in environments that embrace an awareness of cross-cultural issues. Students will explore a range of learning outcomes in the context of internationalisation and the impact this has upon the design, implementation and evaluation of IT in the workplace.

• **Advanced professionalism** – Students will be required to reflect upon their personal, professional and vocational aspirations, and apply this experience to their own, professional development.

• **Learner autonomy** – Students are encouraged to become independent learners, which is a fundamental characteristic of a Level 7 learner.

Essentially the LTA approach is achieved through the creation of a learning community that comprises students and staff, who are engaged in reflective, lifelong learning, through a curriculum based on enquiry.

More specifically, the programme aims are as follows:

• to provide an opportunity for students to acquire current and relevant specialist knowledge about modern techniques used to investigate computer systems and for them to be able to apply these skills to a range of diverse problems;

• to provide students with an understanding of the complex legal issues surrounding the use of IT and computer related technology and to be able to develop critical responses to given legal case studies concerning the use of IT;

• to provide an opportunity for students to acquire and evaluate specialist knowledge about modern techniques and software tools and current research in the area of the design and support of computer networks so as to make them conducive towards successful evidence gathering; to evaluate techniques and apply them to a range of
problem domains;

- to develop the skills and knowledge necessary for the understanding of security standards at protocol level and to be able to critically analyse and evaluate responses to given security related problems
- to provide an opportunity for students to understand complex socio-ethical issues concerning the use of IT for the purpose of surveillance or other threat-prevention purposes
- to encourage the development of independence and critical self-awareness, so as to increase the potential for lifelong learning
- to provide an opportunity for students to acquire current and relevant specialist knowledge about modern techniques used to investigate computer systems and for them to be able to apply these skills to a range of diverse problems

Programme Learning Outcomes

- For the MSc Digital Forensics and Computer Security programme, the Learning Outcomes are articulated in terms of the following:
  - Knowledge and Understanding
  - Intellectual Skills
  - Practical and Subject Specific Skills
  - Transferable Skills

Knowledge and Understanding

- Students should be able to demonstrate a sound knowledge and understanding of:
  A.1. A range of concepts, paradigms, theories, models and skills relevant to Digital Forensics and their implementation in a number of practical scenarios.
  A.2. The role of Digital Forensics in an organisational environment as well as in the context of a legal system.
  A.3. Current issues and thinking, leading edge theory and practice and techniques applicable to research in the Digital Forensics area.
  A.4. Protocol related issues concerning the implementation of Information security.
  A.5. Legal issues applicable to the use of information technology.
**Intellectual Skills**

- Students should be able to demonstrate ability to:
  
  B.1. Analyse and solve a range of complex problems in the field of digital forensics.
  
  B.2. Critically analyse current issues and developments in the field.
  
  B.3. Apply innovative and novel methods in solving problems, making use of current knowledge at the forefront of the field.
  
  B.4. Analyse the effects that surveillance and other monitoring activity have on an organisation and its personnel.
  
  B.5. Know, understand and have a critical awareness of the constituent elements of crimes that are committed using IT.
  
  B.6. Understand and recognise compliance issues that impact on the management of Information Systems.
  
  
  B.8. Engage in lifelong learning so as to remain at the forefront of their academic discipline.

**Practical and Subject Specific Skills**

- Students should be able to demonstrate ability to:
  
  C.1. Identify research issues in the field of Digital Forensics and the law relating to IT usage.
  
  C.2. Undertaking research and sourcing, organising, and abstracting meaning from information and, often little knowledge.
  
  C.3. Practically apply appropriate theories, and principles to the solution of forensic related problems.
  
  C.4. Successfully plan, manage and implement a research project.
  
  C.5. Make decisions concerning the configuration of security protocols as appropriate to a given case study.
  
  C.6. Conduct forensic examinations/investigations of a computer system in a structured and organised manner and present the findings of such investigations in a professional, clear and structured manner.
  
  C.7. Analyse and formulate solutions to complex information security problems.
Transferable Skills

- Students should be able to demonstrate ability to:
  
  D.1. Apply transferable skills acquired within the programme to relevant contexts.
  
  D.2. Present analyses and coherent arguments in oral and written form.
  
  D.3. Use IT facilities effectively, including the retrieval of information from various sources.
  

2. Programme Structure

Structure and Curriculum

Students who do not complete the full Masters programme of study (180 credits) stage may be awarded a Postgraduate Certificate in Digital Forensics and Computer Security (60 credits), or a Postgraduate Diploma in Digital Forensics and Computer Security (120 credits). The programme is designed for study as both full time and part time mode with intakes in September and January.

This programme has been designed with the intention of providing students with the knowledge and skills required for somebody wishing to follow a career in the digital forensics field.

We have chosen the modules so that the programme outcomes are developed. What we term a ‘Curriculum Map’ is appended to this programme specification so you can see how the programme outcomes and modules interrelate.

M.Sc. Digital Forensics and Computer Security

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Credits</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>7CS077</td>
<td>Advanced Concepts and Research in Digital Forensics</td>
<td>20</td>
<td>Core</td>
</tr>
<tr>
<td>7CS081</td>
<td>Advanced Security Protocols</td>
<td>20</td>
<td>Core</td>
</tr>
<tr>
<td>7CS078</td>
<td>Advanced Concepts in Secure Systems</td>
<td>20</td>
<td>Core</td>
</tr>
<tr>
<td>7CS504</td>
<td>Digital Forensics</td>
<td>20</td>
<td>Core</td>
</tr>
<tr>
<td>7CS997</td>
<td>Independent Scholarship*</td>
<td>60</td>
<td>Core</td>
</tr>
<tr>
<td>7CS515</td>
<td>Cybercrime Analysis and Investigation</td>
<td>20</td>
<td>Core</td>
</tr>
</tbody>
</table>
The topic of Independent Scholarship must be approved by the programme leader as being in line with the target award, and be approved by the College as meeting the University Code of Practice on Research Ethics.

**Personal Development Planning (PDP)**

Students on all Computing Masters programmes of study will be provided with the opportunity to develop their personal development planning skills within the Studying at Masters Level & Research Methods module. This module will assist students with the development of the critical self-analysis and reflective practice skills which underpins robust learning analysis and development planning. Specifically, it will help you develop the following generic skills:

- those required for the creation of the lifelong learner, who can set goals and identify resources for the purpose of learning
- an ability to critically review the literature, which includes identifying all of the key developments in a particular area of study, critically analysing them and identifying limitations and avenues for further development or explanation
- an ability to recognise and respond to opportunities for innovation
- leadership skills, which tend to be characterised by acquiring a vision (based on sound technical insights) coupled with the ability to encourage others to share in that vision and to ensure that this will not be to their detriment.

This will enable students of the programme to prepare to meet the continual professional development (CPD) requirements of the BCS (essential for those wishing to work towards the achievement of Chartered IT Professional status, after subsequent satisfactory industrial experience). PDP skills are also be embedded throughout other modules on the programme as shown in the curriculum map (Appendix 1).

**Learning and Teaching**

The learning, teaching and assessment strategy has been guided by the School of Computing and Mathematics’ LTA strategy, and in line with good practice it has been developed to be mindful of the diverse nature of the students, their backgrounds and their prior experiences of learning and teaching. The overall aim of the learning, teaching and assessment, is to take the student through a relevant journey in terms of knowledge, the development of intellectual, transferable, analytical skills and critical awareness. A key
component of the postgraduate computing programmes, is the focus upon the use of academic staff and students’ experiences as an integral part of the learning process, both in terms of individuals reflecting on their experience and practice, and also groups of tutors and students sharing their experiences as a group.

The course offers opportunities for you to learn from the knowledge and experience of others in making decisions and solving problems at a technical and strategic level. Coverage of core subjects provides a broadening of knowledge with deeper analysis of enterprise scale IT systems and associated technical systems and processes through project work, laboratory work, case studies and speakers from the IT industry. Variety in the forms of teaching and assessment will give you the scope for personal development through reflection on your personal strengths, priorities and values.

Throughout the programme you will be encouraged to adopt a critical and evaluative approach both to the synthesis of theory and practice and to the application of knowledge and understanding applicable to your own role and to the wider organisational, economic and social context.

Combinations of learning, teaching and assessment methods are used through the programme and will vary between modules as appropriate for the subject and the required learning outcomes. Learning and teaching methods will include formal lectures, seminars, sessions with invited speakers, problem-solving exercises, laboratory based practical sessions, simulations, case studies, individual and group investigations and presentations, debates, online discussions, together with directed learning activities. Such activities are described in more detail in Section 5.1 below.

Where activities are studied solely online, appropriate online equivalents will be provided; for instance, online lectures, virtual seminars, online videos of industrial speakers, online simulations and conferences, etc. Throughout the programme you will be encouraged to take an independent and mature approach to your own learning activities, and to the active pursuit of understanding and insight into current and relevant issues and developments. As well as receiving formative feedback from staff and participants, you will be encouraged to reflect upon your own development through the establishment and maintenance of a professional portfolio.

Subject specific practical and professional skills are developed both in workshops and by online learning. Some may involve technical activities or small projects, while others require the application of concepts, tools and techniques to given case studies, practical scenarios and organisations.
Intellectual and key skills are embedded within the learning experience. During induction you will be introduced to Studying at Masters Level and Research Skills, in particular critical analysis and writing skills, with support from peers and your tutors. This module also serves to introduce you to essential research skills for Masters study, and establishes the way in which your learning will be facilitated throughout the programme with the help of tutors.

You will develop autonomy as a learner by applying theoretical concepts to practical scenarios in a rigorous way. This experience will be augmented through access to the University’s Virtual Learning Environment, delivered via the UDO online portal. This portal will also give you access to additional materials, self-tests and further support.

As part of your development as a lifelong learner it is important that you reflect both on your learning and the process which supported it. Your professional portfolio, presents an opportunity to record evidence of your developing skill set, together with reflections that describe your advanced professional skills, as applied to real examples. Your portfolio is likely to be electronic and you will update it throughout your studies.

### 3.1 Learning and Teaching Methods

Teaching and learning approaches will be brought to your attention during the important induction period and will last in effect, through the first stage of the programme. Full time students, particularly international students, and part time students who are returning to learning after a break from formalised education will have different learning needs. A key principle of the learning and teaching strategy is that you will engage in activities that are focused upon the processes of enquiry, and thus have been informed by the processes of research. You will work independently, with other students, and with staff to undertake enquiry based activities that will provide you with the opportunity to develop expertise both in your subject discipline, as well as more advanced, transferrable research skills.

During the early induction sessions and throughout the first modules, there will be opportunities for you to develop your study skills. You will also be introduced to personal development planning, and required to reflect upon your own skills with a view to enhancing your eventual employability. Modules in the award carry a responsibility to deliver a level of development of these varied skills, and particularly in the module Studying at Masters Level and Research Methods, the personal, industrial and professional level skills will be explored by the students themselves with appropriate guidance from tutors. These activities will be also undertaken throughout the programme to ensure that you further develop an acute self-awareness of your capabilities and your potential in terms of employability and career and
professional development going forward.

The development of the autonomous and independent learner is further enhanced by a range of technology enhanced learning tools and activities. Students will have access to a range of these activities, providing you with reading and research activities, self-evaluation tools etc. to enhance your self-directed study techniques. Whilst didactic approaches to teaching will be used either in terms of face to face tuition or ‘traditional’ virtual activities (i.e. ‘synchronous’ activities such as virtual classrooms, for example, Wimba classroom, video conference enabled tutorials or other equivalent interactive environments), it is anticipated that these will reduce through the stages of the programmes, or used when progression of learning is predicated on specific knowledge.

Different methods will be used to activate different learning styles and you will therefore experience variety. Learning and teaching techniques are deliberately varied in nature and will include face to face or virtual lectures (the majority of modules will have this method as a basis of initial delivery), case studies, role play, debates, student presentations, both formative and summative enquiry based learning, and problem solving activities. The particular methods used in enabling these techniques will vary according to both the individual needs of the students, as well as whether students are physically present or studying at a distance. The programme encourages you to practically apply your learning and this will be a central feature of the teaching and learning strategy. This will be done through a variety of means with the aim being to encourage and develop your critical evaluation and the ability to synthesise and apply solutions to complex, real life management problems.

Asynchronous learning forms a major part of your learning experience. Lecture and learning materials (including audio or video recordings) will be available for all students to enable materials to be revisited according to individual student need and pace. Teaching and learning approaches will be appropriately applied to each cohort in order that the same learning outcomes are achieved, but often through different methods.

Where appropriate, later in their programmes, opportunities, for networking and co-teaching of these groups will be used to enhance the learning experience of the different groups. The use of speakers from industry and professional bodies will also enhance the breadth and depth of knowledge, thus providing a stimulating experience as well as assisting you in your ability to critically evaluate and apply knowledge and intellectual skills to different situations.

From the commencement of the programmes participative approaches to teaching will be used to facilitate the sharing of knowledge and experience. Where any additional support
needs have been identified, the Programme Leader will co-ordinate responses required by individual students’ care plans. The teaching and learning strategy will be adapted to ensure that the student is provided with the same level of opportunity for teaching, learning and personal development no matter what their previous experience or method of study.

All students are required to comply with research governance and ethics principles while undertaking their programmes of study. This is of particular importance when conducting research involving other people for module assessments or Independent Studies. Information can be found at www.derby.ac.uk/research/ethics.

3.2 Assessment

A range of assessments, commensurate with level 7 requirements has been devised and the programmes operate within the University’s Regulatory Framework, conforming to its regulations on assessment. A flexible approach has been taken in developing the assessment strategy, to allow for the diverse nature of the student cohorts as well as the different learning styles of individual students. Additionally, requirements of the British Computer Society (BCS) has been taken into consideration so that students’ employability is enhanced and those who wish to gain relevant affiliation/recognition both for career entry and career development are assisted in doing so. Programme team members have been encouraged to share good practice create and develop relevant assessment.

Formative assessment will be provided across the breadth of modules to assist you in both a structured learning approach but also to provide feedback opportunities. This is particularly important to you in the early stages of the programme, as this gives you clear benchmarks with regard to your progress on the programme. The process may include self-assessment, peer review, as well as feedback from the tutors following class (and other synchronous) exercises for such as enquiry based learning and problem based learning activities etc.

Summative assessment will take different forms to ensure congruence with the programme aims and learning outcomes identified, and the master’s levels in knowledge, skills and personal development. Over the course of a programme you will experience different assessment methods which may include computer aided tests, research projects, work based reports, case study analysis, patchwork assessment, and reflective reports. In all cases, assessment is directly related to either student’s personal development or in diagnosing and applying solutions to their organisations (or comparable case study organisations).
A typical twenty credit module has an associated assessment workload of 6000 words (or equivalent). In this programme the final assessment at master’s level will be a major piece of independent study (i.e. Dissertation), demanding the demonstration of a wide range of knowledge and skills, including those as indicated in the QAA level 7 benchmarks for Computing.

3.3 Feedback

While verbal or written feedback will be provided for formative assessments, students will usually receive written feedback on all summative assessments. The balance of the overall assessment load, and its effectiveness, will be monitored on a regular basis by the programme team, in addition to the normal checks through programme committees and external examiner feedback. Assessment activities throughout the programme both draw on and allow the enhancement of key skills. The independent scholarship stage also provides an opportunity to assess all of these skills.

Formative feedback is provided by peers and tutors during the programme and can be face-to-face or online via the University’s Virtual Learning Environment (VLE). Feedback may be given to the whole group, to small groups, or to individuals depending upon the nature of the activities.

VLE feedback will often be posted through a discussion forum, but as befits a programme that is continually being enhanced, new and emerging communication methods may be employed. After a workshop presentation or practical walkthrough you would typically receive some feedback sheets or verbal feedback.

Summative feedback is provided by tutors, usually at the end of the module. Normally this will consist of a marking grid showing what you have achieved against the learning outcome criteria, together with comments from a tutor.

4. Study Skills

Study skills, like any other skills need to be practised and updated. Much research has been conducted into successful study techniques and practices and in addition, there are various academic conventions that you need to use on the MSc programme.

Useful information is provided on:

http://www.derby.ac.uk/library/study-skills/

If you have not already done so, visit this site to brush up your study skills. There are six sections and initially you should spend time on the first two, Personal Skills and References. It is a good discipline to always record reference material (with full details) as soon as you
access it—it can save considerable time if you need to refer to it again at a later date.

Two types of referencing conventions are described on this site. For the purposes of assignments on your MSc programme, you will be required to use the Harvard referencing system. References of materials you have used in completing an assessment should be recorded in alphabetical order at the end of your work; annotated bibliographies are not necessary. The site also deals with issues of Plagiarism of which you should be aware.

**Learning Resources Centre**

The Kedleston Road Learning Centre is a “flagship” provision and is the focus for student centred learning being adjacent to the main teaching facilities.

The Learning Centre at Kedleston Road has four floors and has approximately 1200 study places arranged in different areas for quiet individual study and group work. There are approximately 300 places equipped with PC’s, scanners and other IT hardware. Printed materials like textbooks, newspapers and journals are available and regularly updated to meet the needs of students. Access to electronic journals and databases are available in full text within all the Learning Centres. At your induction, details of how to apply for a username and password will be provided that will allow access for you from home or work.

To help find your way around, tours of the Learning Centre at Kedleston Road will take place in the initial weeks of your course. These will be followed up by training sessions designed to help you make the most of the electronic resources available. Later on during your course when you are approaching your Independent Studies Module, you can seek advice tailored to your chosen subject, by making an appointment to discuss your requirements with the Independent Studies Coordinator and ultimately

If you are returning to study and you are looking for help to improve your learning skills like report writing and note-taking information will be available from the Learning Skills Drop-In Centre on the top floor of the Learning Centre or through their web site.

Should you require help using a PC in the Learning Centre you are welcome to talk to the staff on the I.T. Help Desk.

**Learning Centre Opening Times (Term Time)**

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday –Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8.45am-10.30pm</td>
<td>8.45am-7pm</td>
<td>10am-5pm</td>
<td>1pm–5pm</td>
</tr>
<tr>
<td></td>
<td>(not staffed after 9pm)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.2 Programme of Study

<table>
<thead>
<tr>
<th>DATE: Week Commencing</th>
<th>MODULE CODE</th>
<th>TIME/ROOM</th>
<th>ASSESSMENT DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.3 Access to Timetables

Details of your timetable can found on the notice boards in E5 and available online.

5. Assessments

5.1 Handing in Work for Assessment

Assessments may be in the form of examinations, computer-based tests, practical software development, individual or group presentations, time-constrained course work assignments or extended coursework assignments.

When coursework assessments are set, the final hand in date will be made clear to you on the assignment specification. Work can be submitted at any time up to that cut-off date.

Make sure you always keep a back-up copy of your work on disc until the work has been assessed and the grade approved by an Assessment Board.

Hard copy submission

Assessments should be word-processed and the preferred manner of presentation of an
assignment is in a plastic report folder, with clear front and coloured back. The papers should be fastened in the folder but individual pages should not be inserted in separate plastic pockets - as this makes the addition of marking comments difficult.

The report should be accompanied by the Assessment Record and Receipt Form. Your work should be submitted to the Student Information Centre (SIC) on the ground floor of B Block. A record of its submission, including date and time, will be made and you will be given a yellow receipt copy.

**Soft copy submission**

Your module leader may request you to submit your assessment electronically via a submission point that has been set up on Turnitin or Blackboard.

The hand in date and time deadline will be indicated on your assignment specification.

**5.2 Return of Assessed Work**

Lecturers will be working to a target date of three working weeks after receipt of the assignment. In the unlikely event of a delay on return of work, this will be clearly communicated to you.

Marked work can be collected from the College Office and prompt collection would be appreciated due to storage limitations. Marks shown on assignments are all subject to approval by the external examiner and the Assessment Board, work needs to be kept by lecturers for this purpose and you may be asked to resubmit your work to the module leader for this purpose.

**5.3 Extenuating Circumstances**

If you have suffered from an illness or experienced other, extraordinary personal difficulties, which affect your ability to submit an assessment on time or attend an examination, you must inform the Module Leader and Programme Leader as soon as possible.

**Please note, pressure of work is not a justifiable reason.** You will be expected to make allowances for fluctuations in the work demands at your place of employment (if you are a part time student) and for this reason, coursework assessments are provided at the start of modules to enable to time manage the process. It would be unfair for some students to be allowed longer time to complete their assignments than others.

If you feel you have a justifiable reason for late submission of work, you should complete an Extenuating Circumstances form and ask for the support of the Module Leader in submitting this request for late submission. The completed form (available from the SIC in B Block),
should be returned to the SIC with the assignment. It is the Assessment Board who will determine whether the late submission will be approved or not. For further information, please read the leaflet on Extenuating Circumstances which is available from the SIC or in the University’s Rules Rights and Responsibilities document. If you are ill you will be required to produce medical evidence along with your ECF.

5.4 Publication of Assessment Results

Assessment Boards are at stages through the Certificate, Diploma and MSc programmes. These Boards receive all the grades achieved on all completed modules by each student and the final decision is made at this stage on the award of Certificate, Diploma MSc. A pass list will be displayed on your notice board within 3-5 days of the Board and if any additional work is required of any student, this will be indicated.

An individual letter will be sent to you stating the grades you have achieved in each module. (If your address changes from the one you provided us with at the beginning of the year, please let us know.)

5.5 Grading System

For full details of the grading system, please refer to the University’s Rules, Rights and Responsibilities. If you have not passed the first attempt of an assessment, you will normally be offered a second attempt (a referral). Details of any referral assessment will be given to you by your module tutor, together with the deadline of resubmission. The maximum grade for a referral assessment is a 40/100 (pass), even if the quality of the work would have gained a higher grade at the first submission.

In the event of failure at this second attempt, students may be referred in the entire module. This requires attendance, participation and submission of assessment at the next available opportunity, usually the following academic year.

6. Writing an Assignment

The purpose of an assignment is for you to communicate to the module leader that you clearly understand the concepts and theories raised within the module, can critically evaluate their worth and using your knowledge and practical experience, you can assess their validity and practical application. You will need to be familiar with and be able to apply the work a range of authors, using material sourced from both books and journal articles. You are also strongly encouraged to use web sites, but need to be aware that material found on the web may not have been peer reviewed in the same way that journal articles are. Web resources must be used with discretion—they may be very valuable, or totally misleading!
Most importantly, when you submit an assignment, you **MUST** answer the question(s) asked to ensure you have achieved the relevant Learning Outcomes being assessed. The Learning Outcomes are found in your Module Handbooks.

### 6.1 Presentation

Your assignments must be typed, with sections and pages numbered, and sources of information clearly referenced and acknowledged in the text and detailed in the bibliography or reference sections. Overall, it is important that all assignments are professionally presented with good use of English grammar and no spelling mistakes. Wide margins and double spacing will make it easier for your tutor to read and add comments were appropriate. You should be consistent in your numbering of subsections of any assignments submitted. You may be required to submit your assignment in disc format to permit the module leader to scan the text through plagiarism detection software, where this is the case you will be informed by the module leader.

### 6.2 A Suggested Format

#### Title Page

This must include the title or Question, the participant’s name, the Course, Module and Module code to which it refers the Module Leader’s name and number of words. These details must also be written on the Assessment Record & Receipt Form.

#### Executive Summary

Particularly useful for reasonable long assignments.

#### Contents Section

Include subsections

#### Page Numbering

Essential

#### Main Body

This will normally include, the problem identification (where appropriate), analysis, (discussion and use of theoretical concepts, critical evaluation of main theories and viewpoints, discussion of alternative scenarios and solution, application and relevance to real issues in management and leadership), conclusions and possibly
recommendations.

References

A full list of books and sources consulted by the writer and used in the text. The Harvard referencing should be used listing references in alphabetic order by author, date, the title (underlined or in italics), edition, (where not the first), place of publication, publisher, e.g.


Bibliography

Make sure you give full details of other books, as explained above, even if you have not directly referenced from them-they have added to your knowledge.

Other Sources

Make sure you give full details of all other materials consulted e.g. newspapers

http://www.derby.ac.uk/library/study-skills/

6.3 Plagiarism

This offence consists in copying work from any other source, published or unpublished, (including the work of a fellow participant), in a manner not authorised by the regulations of the assessment, and presenting the copied work as if it were the participant's own work. Work presented by a participant in an assessment is expected to the participant's own, and while quotations from published sources are usually acceptable, such cases must be clearly identified and the source fully acknowledged. Please refer to the Rights, Responsibilities and Regulations for Students available on the Web at http://www.derby.ac.uk/academicoffences/whatis

7. Responsibilities

7.1 Staff responsibilities

Staff provides a supportive and constructive teaching and learning environment in which students can realise their educational potential.

To this end staff will endeavour to:
Hold classes as per module handbooks, which will be distributed at the start of each module.

Meet with students (normally via an appointment system) and discuss areas of interest.

Mark and return assignments, where possible, within three (term-time) weeks of submissions.

Maintain records of course members academic progress

7.2 Obligations of Course Members

Please refer to the document: Rights, Responsibilities and Regulations which can be accessed via http://www.derby.ac.uk/qed/quality-enhancement/academic-regulations-3rs/higher-education-ug

We expect you to endeavour to make academic progress. To this end you will need to:

- Have a commitment to study and participate in all academic activities. You must take responsibility for your own private and self-disciplined study in each module.
- Attend and participate in all scheduled lectures and classes. You should submit all work required of them and by the specified deadlines.

7.3 The Programme Leaders

The Programme Leaders are responsible for the effective delivery of all stages of the programme. If you have any comments which relate to the overall management of the MSc then please address them to the Programme Leader.
The Course Team

Your Programme is administered by the course team which forms part of the programme.

The Programme Team

<table>
<thead>
<tr>
<th>Head of Subject</th>
<th>Programme Leader</th>
<th>Independent Studies Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Hill</td>
<td>Olga Angelopoulou</td>
<td>Dennis Parkes</td>
</tr>
</tbody>
</table>

The External Examiner

The external examiner is an independent academic. His role is to confirm the award meets the required standards and the assessment process is consistent and fair.

The External Examiner

Dr Mark Anderson - andersma@edgehill.ac.uk
Edge Hill University

7.4 The Module Leader

The Module leaders are responsible for the effective delivery of the module. If you have any queries about the module please refer them to the respective Module Leader or another member of the module team, as detailed in the Module Handbook.

7.5 Meeting Your Tutors

You can contact staff by e-mail or telephone (see section 11). We will try to respond quickly but please bear in mind that staff are rarely able to respond instantaneously.

7.6 Notice-boards and Web Page

The MSc postgraduate notice board is situated on the fifth floor of the N Block. Please check this notice board regularly as dates, deadlines and other items of particular interest are displayed. In addition, the UDo website should be checked regularly.
8. Quality Assurance

8.1 Programme Committee

We place considerable importance to your views when it comes to the design, monitoring and delivery of our MSc programmes.

This Committee provides a forum in which staff and course members can discuss and make recommendations on matters related to the overall quality of your learning experience, and is an essential element of our quality control mechanisms. The specific terms of reference for this course committee can be found in Rights, Responsibilities and Regulations for Participants on Taught Programmes on:

http://www.derby.ac.uk/academicoffences/whatis

The Committee meets at least once per semester and will normally include the following:

- Programme Leaders
- Learning Centre Representative.
- Module Leaders
- Computer Services Representative
- Student Representatives
- Student Services Representative

8.2 Student Representatives

The role of the Student Representative is an important one and each stage of the programme is required to elect a representative. This involves canvassing views of fellow participants, and presenting them to staff and providing feedback on the outcome. One forum where these views can be presented is at the Programme Committee but there are other committees where participant representation is sought.

Because of the importance attached to this role, The Derbyshire Business School will provide training for course representatives. Programme Leaders and Module Leaders often meet with Student Representatives on an informal basis.

8.3 Student Feedback

We welcome feedback at any stage of the programme and informal feedback will be gathered via focus groups and information provided by Module Leaders etc. At the end of the programme you will be invited to complete a Programme Evaluation Form. This will provide invaluable sources of information, which enables us to continually provide you with the highest possible teaching and learning experience.

8.4 Withdrawing from the Programme

If you are experiencing difficulties with your programme, please discuss these with
your Programme Leader. It may be possible to delay completion or resolve the problem. If you wish to withdraw from the programme please refer to the Fees Information Leaflet available from the SIC in B Block

8.5 Change of Circumstances

If you change any of the personal details that you gave on your enrolment form: address, name, work contract etc, please contact the Student Information Services (B-Block).

9. Other Services and Facilities at The University of Derby

9.1 Car parking
CCTV covers the parking area but unfortunately we are unable to accept responsibility for any damage or loss of property from vehicles

9.2 Catering
Opening times of the restaurant and coffee shop will be announced during induction.

9.3 Chaplaincy
The chaplaincy has information on faith-based groups and associations in and around the University and may assist you in the conduct of your faith.

9.4 English Language Support
Support is available for referencing, report writing and essay writing.

9.5 Finance
This deals with all aspects of payment associated with your programme.

9.6 Student Information (Ground floor B block)
The information centre has details of your enrolment and progression and is responsible for collecting assignments and issuing receipts for these. Assessment submission forms and Extenuating Circumstances forms can be obtained from here.

9.7 Student Services
Student Services include medical services, personal counselling and career advice.

9.8 Students Union
A wide range of social, legal and advice services are available.
10. Student Support

The programme team will provide personal support and guidance to you and advice on access to the university’s student support services. You will be provided with a detailed induction in their first few days of the programme to familiarise you with the university campus, processes and procedures, key personnel, programme details and tutors. Additional support will be given to ensure that students are familiar and confident in using the university’s VLE and related systems (e.g. access to the university online portal, UDo etc.). Attention will also be paid to the differences of studying at a masterly level to assist you in making the transition from undergraduate and/or professional body to post graduate study.

The programme team consists of the programme leader and the module leaders (and in some cases e-tutors) at each stage and all the team will provide you with appropriate support and guidance related to their activities. In addition, you will be allocated a personal tutor who will monitor your progress and help you with individual issues. International student enquiries including visa queries will be signposted to the International Student Centre, details are provided in the Programme Handbook.

The College also provides a Student Liaison Officer who can provide additional support and advice and postgraduate administrative support as detailed in your Programme Handbook.

The University central Student Support Services offer a wide range of general, specialist and professional support services for students as detailed in your programme handbook.

Students with special needs can register with the Student Support Services who can design a personalised Student Support Plan. The University also offers facilities for on campus students for religious observance in the Multi-Faith Centre.

Supervisory arrangements are formalised in terms of independent study for the Dissertation, with a designated tutor for each project. Additionally, personal tutorial support will be provided in the module Studying at Masters Level & Research Methods to work with you on a one-to-one and small group basis focusing on personal development planning issues to develop study and employability skills, and preparing you to become an independent learner to support life-long learning after completion of the programme.

Careers information and guidance will be given a particular focus within the module Developing Skills for Business Leadership. Within this you will be directed to the University of Derby’s extensive career guidance services available both on-line and through the Career Guidance Centre.

Given the professional opportunities afforded by an advanced Masters programme, a key feature of support will be via the student cohort itself. Cohorts, whether full or part time will
be encouraged to form synchronous support sets and produce asynchronous support materials e.g. through the use of Wikis and Blogs.

10.1 The Student Voice

We are very keen to hear about the experiences of students and welcome all feedback, good or bad which will help us to improve the student experience. We have therefore tried to find various ways in which you can feedback to us, both formally and informally. In terms of formal arrangements we encourage the election of student representatives who feed into the Programme Committee. These committees are held three times a year.

Programme Committees review and monitor the operation of the programme and any intended changes to the programme need to be approved by the Programme Committee. Student representatives play a vital role in the procedures for ensuring the quality and smooth running of your programme and can raise both concerns and areas of particular satisfaction at these meetings.

In addition, you are encouraged to make suggestions for improvements to the programme. You can do so directly, by contacting the programme leader. You can also pass comments via your student representative. In addition to the programme committee meetings there will also be regular monthly contact/communication between student representatives and the programme team. This allows many issues to be raised and responded to rapidly. Of course, we cannot guarantee to act in accordance with all requests but we will respond to each request with the reasons for our decisions.

The University also operate a number of annual surveys to which all students will be invited to participate.

10.2 Support for International Students

International students undergo two induction processes:

a. A welcome week organised by the international office. The purpose of this event is to help ‘culturalise’ international students and to give them an opportunity to embed within Derby and the institution

b. A school of computing induction process which is the same as followed by all other Masters level students.

In addition to this, students receive regular contact with their programme leader who acts as a mentor and provides pastoral support where required. Further to this, the college student liaison officer is able to answer many queries. Finally, the international office and student support are able to provide guidance and advice for matters relating to the administration of
their course as well visa related queries. **You’ll find a whole host of useful information in a handy A to Z online at: [www.derby.ac.uk/studentatoz](http://www.derby.ac.uk/studentatoz).**

There are a lot of places to get help and guidance at Derby. Because we offer so much, we like to tell you about it when it’s happening, rather than all at once. To do this we send you emails to your unimail account. It’s really important to check this account regularly as you’ll get messages from your lecturers and essential information from the Uni. Sometimes those messages may not seem relevant, but keep checking as you never know when you’ll get something that’s really important to you.
USEFUL CONTACTS

You’ll find a whole host of useful information on UDo: www.derby.ac.uk/UDo

There are a lot of places to get help and guidance at Derby. Because we offer so much, we like to tell you about it when it’s happening, rather than all at once. To do this we send you emails to your unimail account. It’s really important to check this account regularly as you’ll get messages from your lecturers and essential information from the Uni. Sometimes those messages may not seem relevant, but keep checking as you never know when you’ll get something that’s really important to you.

Student Liaison Officers
Each Academic Centre and the Joint Honours Scheme have a dedicated Student Liaison Officer. They’re here to help you solve any problems you may be experiencing and can direct you to the right help and information if you’re unsure where to turn.
W: www.derby.ac.uk/studentliaison TEL: 01332 591896

Academic Centre
To get in touch with administrative staff, academic staff and Programme Leaders from your Academic Centre, please contact:
TEL: 01332 591896 E: bclreception@derby.ac.uk

Career Development Centre
Whether you have firm plans for your future, are short on ideas, or need to get the sort of experience employers expect, it’s our job to help. We can give you advice, support and guidance for a more focused approach to your career development. We will also help you develop the tools, skills and experience you need to market yourself effectively in a competitive graduate job market, so come and talk to us.
W: www.derby.ac.uk/careers TEL: 01332 591316 E: careers@derby.ac.uk

Chaplaincy and Faith Advice
We’re here to offer support and care to staff and students at Derby. Sometimes people seek our services because of issues to do with faith – but whether or not you believe in God, we’d love to help you if we can.
W: www.derby.ac.uk/chaplaincy TEL: 01332 591878 E: chaplaincy@derby.ac.uk

Libraries
You can borrow books, and ask our staff any questions you may have about IT or your learning resources. Our subject librarians will work closely with you and your lecturers and run workshops on information skills.
W: www.derby.ac.uk/library TEL: 01332 591205 or 591206

Programme Advisory Service
We can help you understand module results, your statement of achievement and credit accumulation to qualify for an award. We offer support on programme structure, planning a programme, modes of study and programme transfers.

If you’re a joint honours student, we’ll support you through the whole of your study. We can advise you on enrolment, the modules available on your particular pathway and how to decide whether you want to do a Major, Joint or 3-Minors degree.
W: www.derby.ac.uk/pas TEL: 01332 591153 E: pas@derby.ac.uk

Student Centres
The Student Centres provide you with a central reception where you can receive key information, advice and guidance from our experienced front line staff.  
**W:** [www.derby.ac.uk/student-centres](http://www.derby.ac.uk/student-centres)  
**TEL:** 01332 591066  
**E:** studentcentre@derby.ac.uk

**Student Records and Fees**
We can help you with enrolment, fees, keeping your records up to date and changing your contact details.  
**T:** 01332 591129  
**E:** studentrecordsandfees@derby.ac.uk

**Student Wellbeing Service**
As well as offering a wide range of support, advice and health services, including medical, counselling and physiotherapy, our student advisers can give you advice on a wide range of issues, including finance, accommodation and disability support.  
**W:** [www.derby.ac.uk/student-wellbeing](http://www.derby.ac.uk/student-wellbeing)  
**TEL:** 01332 593000  
**E:** studentwellbeing@derby.ac.uk

**Study Skills Support**
It’s important that you quickly learn the skills you need to succeed on your course. We can provide support with skills such as note taking, research, IT skills, academic writing, referencing, and exam skills.  
**T:** 01332 591369  
**E:** studyadvisors@derby.ac.uk

**University of Derby Students’ Union**
We have an excellent support team, who can offer you advice and representation. Our independent advice centre, SU Help and Advice, gives heaps of information, support and advice on a range of issues.  
**Derby E:** SUhelpandadvice@udsu.co.uk  
**Derby T:** 01332 591507  
**The Source (KR) T:** 01332 591509

**International Student Centre**
If you’re an International or EU Students please visit us for help with any queries you may have. We have a Visa and Welfare advisor to support you, run English language programmes, and work with colleges to identify if further support is needed.  
**W:** [www.derby.ac.uk/international](http://www.derby.ac.uk/international)  
**TEL:** 01332 591616  
**E:** internationalstudentcentre@derby.ac.uk

**Developing Study Skills**
Some skills such as note taking, research skills and academic writing may not come naturally. Fortunately a range of resources are on hand for you to develop your skills further. Areas of support include:  
- Library and research skills, Communication skills – writing and presenting information, numeracy skills, IT skills, Examination skills, Becoming an effective learner

You can access these through the Library who also run Study Advisor schemes.

**Get Involved**
Student Reps get elected by their Programme in induction week and you are invited to stand as a candidate. This is a great chance to have your say and to ensure your voice is being heard on issues that really matter to you. Student Reps play a vital role in the procedures for ensuring the quality and smooth running of your programme and can raise both concerns and areas of particular satisfaction at these meetings. For more information contact the Vice President of Education & Welfare in the University of Derby Students’ Union.
The University holds regular ‘Feedback’ campaigns where you can share your experiences, good and bad about the University. Results are posted on the web www.derby.ac.uk/feedback along with updates about how your feedback is making a difference. Make sure you get involved.

What to do if…

You change any of your personal details…
Whether your changing address, phone number, email address or your name we need to know about it, otherwise you could be missing out on important information. Visit your Student Centre (Atrium, Ground floor) who can take your new details, or change them through UDo.

You are ill / absent…
If you know you are going to miss a lecture/tutorial or are ill make sure you contact your lecturer or programme leader as soon as possible. You may find your attendance is being monitored in lectures and if you are not in full attendance you will receive correspondence from the attendance monitoring team.

Student Sickness Procedure See Guide to the Students Sickness Policy: http://www.derby.ac.uk/student-sickness-procedure

If you are studying on an undergraduate or postgraduate Higher Education (HE) degree course, you'll find information on these pages which will help you understand the University's policy and system for you to notify us about absences from taught sessions. Please familiarise yourself with the policy before completing and submitting a form.

We've recently changed the form that you need to complete to notify us about your absence. We've changed it so that we can get information from you that makes it clearer which academic members of staff need to be informed about your absence. It will help us to help you if you complete this form as fully as possible. We realise that sometimes you'll need to fill this form in retrospectively for illness.

However, if you're filling it in for other reasons, the fact that you've submitted it does not mean that your absence has been authorised. Missing buses, car break downs or getting up late aren’t the sort of things that you should complete an absence notification form for. In those instances, you should aim to be in class at the next session, and should catch up on any of sessions you might have missed by checking your Course Resources on UDo.

The form you need to complete to let us know about your absence can be found here.

Over the next couple of months we’ll be working on getting this form onto UDo, and once we’ve been able to do that, we’ll automatically capture some of the information we’re asking for now like your name, date of birth, unimail and programme.

Examinations and Assignments for Higher Education Students
You cannot self-certify in the case of a missed examination or request for extension of an assignment deadline. Please follow Exceptional Extenuating Circumstances (EEC) PROCEDURE in your Rights, Responsibilities and Regulations document and Programme Handbook.
For more information about what you need to do please visit www.derby.ac.uk/eec or speak to your lecturer.

- You may be eligible to receive in-class support while you study at university, some of which may be provided by ourselves and some by external agencies. The Support & Advisory Service Team will be happy to advise you about eligibility, organisation and implementation.
You think you have chosen the wrong modules...
All modules are compulsory during year one but in subsequent years if you wish to change an option module you may do so using the electronic form at the link below:
http://www.derby.ac.uk/ssis/forms/module-change/electronic-module-change-form

However any potential change can only be made two weeks into the start of the semester.
PROGRAMME MANAGEMENT & QUALITY ASSURANCE

This section describes how your Programme is managed, and details how the Programme Team aims to ensure the quality of your Programme.

ROLES & RESPONSIBILITIES

• **THE PROGRAMME LEADER** is responsible for the effective delivery of all stages of the programme. If you have any questions that relate to the overall management of the programme then please address them to the Programme Leader.

• **THE MODULE LEADER** is responsible for the effective delivery of the module. If you have any queries about the module please refer them to the Module Leader or a member of the module team.

• **THE PERSONAL TUTOR** is responsible for pastoral care and monitoring of student progression. Personal Tutors will be allocated at induction.

• **PLACEMENTS** - the team is responsible for facilitating the placement year. This includes helping students to find placements and liaise with employers (see Section on Work Placement).

COMMUNICATION

• **RECEPTION** – Academic Centre KR2 (01332 591896) is located on the 5th floor of East tower (E5). Reception should be your first port of call if you have any general queries about your Programme or if you want to leave a message for one of your lecturers.

• **NOTICE BOARDS**
  Information will be displayed on the notice boards about your Programme, e.g. timetable alterations; room changes; staff changes; results of assessed work, etc. It is vital that you check the relevant notice boards regularly. Please check UDo for latest timetable information.

• **UDO** [www.derby.ac.uk/udo](http://www.derby.ac.uk/udo)
  Your central place for all student information.

  • Information concerning modules
  • Timetables
  • Assessments
  • programme issues
  • results of module assessments
  • A very important resource which should be accessed regularly
  • View alert messages from the University and Tutors
  • Email can be used to contact members of the Programme Team

UDO Information for new students
Your username
This is your student number, printed on the right hand edge of your student card.
Your password
Your initial password is the one you’ve been given to enrol with, remember to type it exactly as it appears i.e. upper or lower case for the letters.

Your student account will usually be ready to use the day after you enrol.
Remember to update your preferences so you only get the information that’s relevant to you.

Help
Please contact the I.T. Help Desk (Library) for technical help with UDo:
itservicedesk@derby.ac.uk

Forgotten your password?
Click on the link: https://password.derby.ac.uk/QPM/User/Identification/

• QUALITY ASSURANCE
The University constantly monitors the quality of its provision and you as a student have an important role to play in some of the quality assurance procedures:

• PROGRAMME COMMITTEE
This Committee provides a forum in which staff and students can discuss and recommend on matters related to the overall quality of your learning experience, and as such it is a fundamental element of our quality control mechanisms. The specific terms of reference of the Committee can be found in Rights, Responsibilities and Regulations for Students on Taught Programmes.

The Programme Committee meets three times per year and is composed of: Programme Leader, Personal Tutors, Module Leaders, Placement Manager (as appropriate), Student Representative/s, Learning Centre Representative, Computer Services Representative, Customer Services Representative.

• EXTERNAL EXAMINER
As part of the Quality Assurance arrangements for your programme, your work is moderated by an External Examiner to ensure that standards within your programme are comparable with other University’s in this country. The name of your External and the Institution that they work for are shown below. Students should not attempt to contact the External under any circumstances.

Name of External Examiner: Mark Anderson
Institution: Edgehill University

• STUDENT REPRESENTATIVES
The role of the Student Representatives is an important one and each stage of each programme is required to elect a Student Representative to represent students. This involves seeking out the views of fellow students, presenting them to staff and providing feedback on the outcome.

One forum where these views can be presented is at the Programme Committee but there are others. For example, student representation is required on University-wide Committees such as Academic Board.

Because of the importance of the role, training for Student Representatives is provided both by the Students’ Union and the College.
Programme Leaders regularly meet with Student Representatives on an informal basis as a means of improving communications between the programme management and students.

We welcome feedback at any stage of your programme and informal feedback can be provided to Module Leaders as appropriate. Whilst the Programme Committee offers an excellent forum for the discussion of general issues, from time to time you will be asked to provide more specific feedback. For example at the end of each semester you will be invited to complete a Module Evaluation form. Also at the end of each stage of your programme you will be invited to provide specific feedback through a Programme Evaluation Questionnaire or to form part of a focus group. It is by obtaining, analysing and acting upon student feedback that we can constantly endeavour to monitor and improve the quality of our provision and, therefore, your experience. Your assistance here is greatly valued.

- **LEARNING AND TEACHING STRATEGY**
  The Learning and Teaching Strategy for this programme has been designed to enhance student employability through the provision of an academically rigorous and vocationally orientated programme. This is achieved through the integration of theory with practice and the development of the student’s practical, academic and transferable skills.

- **EXCEPTIONAL CIRCUMSTANCES**
  The University acknowledges that there may be circumstances which prevent students from meeting deadlines. There are different processes in place to deal with differing student circumstances:

  Please see our website for full information:

  [www.derby.ac.uk/eec](http://www.derby.ac.uk/eec)

- **ACADEMIC OFFENCES**
  All assignment or examination work you submit must be your own. For individual assignments, that means it must be produced by you and you alone. For group assignments, that means it must be produced by your group and only your group.

  Students are sometimes tempted to copy materials from the Internet or have friends or other people do their assignments for them. When students hand in work that is not their own, they are committing an academic offence because they are essentially stealing the work of others.

  Usually, students attempt this when they feel they can’t successfully complete an assignment by themselves. It is always a bad idea! We have a variety of means for detecting academic offences, so students will get caught and they could face failure of a module or even expulsion from the university.

  If you aren’t sure you can successfully complete an assignment or examination, you must talk to your tutor, module leader, or your Programme Leader. The result of doing so will always be better than committing an academic offence.

  For more information about plagiarism, collusion and other academic offences, please see [http://www.derby.ac.uk/academicoffences/whatis](http://www.derby.ac.uk/academicoffences/whatis)

  To develop a greater knowledge of plagiarism, which is a particularly significant academic offence, see [http://www.derby.ac.uk/academicoffences/plagiarism](http://www.derby.ac.uk/academicoffences/plagiarism)
Computer misuse that amounts to a criminal offence will entitle the University to terminate your registration with immediate effect, whether or not the act was committed using the University’s facilities or equipment.”

• ACADEMIC REGULATIONS
Please see our website for full information: www.derby.ac.uk/academic-regulations

• ELECTRONIC SUBMISSION GUIDE
All students will be required to submit assignments electronically. You’ll find an electronic assignment submission area in Course Resources in UDo. This document gives general advice to you as students on how to use this feature. There may be some programmes and modules where this feature is used slightly differently. Your lecturers will inform and advise you if this is the case. Further guidelines on using the electronic submission system can be found on: www.derby.ac.uk/esub

Below are general notes for all students for electronic submission:

Format and File Details

- Your assignment must be submitted as one single file. Don’t split your assignment, bibliography or appendix items into separate documents.

- Your tutor will clearly set out the format requirements.

- Your submitted file must be less than 20 MB in size. You’ll find advice on www.derby.ac.uk/esub/ on some easy ways to reduce file sizes.

- Assignments may be in MS Word, WordPerfect, PostScript, PDF, HTML, RTF or plain text format.

- If you have hand written work such as calculations or sketches, these can be scanned and incorporated in a PDF for submission. You’ll find advice on www.derby.ac.uk/esub/on where and how to scan. You'll need to ensure that documents containing scans have as well at least 20 words of typed text.

Submitting (Remember: assignment submission is a two-step process)

- First you select your file and click UPLOAD.

- Then, after viewing the basic preview of your assignment, you must click SUBMIT. Your assignment is not submitted until you have done so and email confirmation received.

- Preview your assignment: on clicking UPLOAD a preview of your assignment will be displayed. This is a text-only preview and will not show footnotes, illustrations and formatting, so don’t worry if it looks like basic text. Its purpose is to allow you to check the correct file has been selected for upload and that it hasn’t been corrupted during the submission process. The preview is purely an indication for you; the tutor will receive the fully formatted version for marking.

- It is your responsibility to check the work you’ve submitted is the correct piece of work and it’s not corrupted – the work you submit will be the work that is marked; you’ll be asked to acknowledge this as part of the submission process.
Confirmation of successful submission will be provided by an automatic email delivered to your student email address. This is your proof of submission - do not delete this email. If you don’t receive this receipt, go into Course Resources and look for and at your submitted file. If you cannot see any submitted file, your submission may not have been successful and you should attempt to resubmit. Advice on the confirmation process, how to view your submitted work and what to do if your submission is still not accepted, can be found at www.derby.ac.uk/esub/.

Resubmitting Assignments before the deadline

- **Before the assignments deadline** has passed submitted assignments are considered draft and can be resubmitted/overwritten repeatedly. To resubmit work click the resubmit button from the assignment submission screen. We recommend you submit early to take advantage of the plagiarism detection tool and then amend and resubmit if you can further enhance and improve your work. You don’t need to resubmit if you’re happy with your first submission, your draft version will become your actual submission.

- **After the assignment deadline** assignments cannot be resubmitted.

- If all attempts to submit your assignment via Course Resources fail, in the first instance visit www.derby.ac.uk/esub for advice and guidance.

What happens if the Submission System is down?

- If the system is down, we’ll be aware of this and communicate widely to you via UDo and unimail.
- You’ll receive notification the system is down and be asked to stop submitting work.
- Once the system is back online you’ll be advised to start submitting and an appropriate extension will be given.
- If you’ve not received official notification that the system is down and you experience problems you must contact an IT helpdesk to seek support in the first instance.

Difficulties

- If you’re having difficulties accessing Course Resources, your course, or your assignment screen, go to www.derby.ac.uk/esub or one of the IT helpdesks situated in the library. During peak submission points there will be submission clinics on all sites staffed by fellow students who will be able to help you.

- If you have a condition that would make it difficult to submit online, please contact your Module Leader to seek additional student support.
Placements

At Derby we believe that studying for a degree is much more than the final stage of formal education - it's the start of a lifetime of self-development and learning. The experience and knowledge gained by a student on a work placement is a vital part of this process, and there are also numerous benefits to be gained by the employer taking on a placement student. Please see our website to find out more information [http://www.derby.ac.uk/bcl/placements](http://www.derby.ac.uk/bcl/placements)

Thinking about going on a placement?
We'll support you through every stage of the placement process and you're bound to have lots of questions along the way. Here are some frequently asked questions that should help.

Why should I go on a placement?
- **Experience** - two-thirds of recruiters warn that graduates with no previous work experience are unlikely to be successful and have little or no chance of receiving a job offer for their organisations' graduate programme.
- **It looks great on your CV and will put you ahead in the job market** - an estimated 32% of this year's graduate positions will be filled by applicants who have already worked for the employer as an undergraduate.
- **Money** - You'll get paid employment for the year.

What support will I get?
- CV/interview workshops
- Libby, our Placement officer is here to help you through the whole process
- You'll get visits from a tutor while you're on placement to make sure you're settling in ok

What about losing touch with my friends who are staying behind to study?
- You'll be able to catch up with your friends at weekends - you're still a student!
- The experience you'll get will more than compensate
- You'll be on the payroll so the wages you'll get will mean you can have even better nights out!
- You'll make lots of friends on placement

What if I don't like it?
- We'll work with you and employer to try to resolve the issue - you aren't on your own

Where do I start?
- Find out more
- You should also contact Libby Beck, the Placement Officer:
  E: [a.e.beck@derby.ac.uk](mailto:a.e.beck@derby.ac.uk)
  T: 01332 591713
**CONTACT NUMBERS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>E-mail</th>
<th>Telephone</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracey Hirst</td>
<td>Programme Administrator</td>
<td><a href="mailto:t.e.e.hirst@derby.ac.uk">t.e.e.hirst@derby.ac.uk</a></td>
<td>591677</td>
<td>E501</td>
</tr>
<tr>
<td>Richard Hill</td>
<td>Head of Subject</td>
<td><a href="mailto:r.hill@derby.ac.uk">r.hill@derby.ac.uk</a></td>
<td>591787</td>
<td>E515</td>
</tr>
<tr>
<td>Olga Angelopoulou</td>
<td>MSc Digital Forensics and Computer Security Programme Leader</td>
<td><a href="mailto:o.angelopoulou@derby.ac.uk">o.angelopoulou@derby.ac.uk</a></td>
<td>591827</td>
<td>E510</td>
</tr>
<tr>
<td>Dennis Parkes</td>
<td>Independent Studies Coordinator</td>
<td><a href="mailto:d.c.parkes@derby.ac.uk">d.c.parkes@derby.ac.uk</a></td>
<td>591155</td>
<td>E516</td>
</tr>
</tbody>
</table>

**Module Tutors**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim Smith</td>
<td><a href="mailto:a.k.smith@derby.ac.uk">a.k.smith@derby.ac.uk</a></td>
<td>591680</td>
</tr>
<tr>
<td>Nik Bessis</td>
<td><a href="mailto:n.bessis@derby.ac.uk">n.bessis@derby.ac.uk</a></td>
<td>592108</td>
</tr>
<tr>
<td>Olga Angelopoulou</td>
<td><a href="mailto:o.angelopoulou@derby.ac.uk">o.angelopoulou@derby.ac.uk</a></td>
<td>591827</td>
</tr>
<tr>
<td>Dennis Parkes</td>
<td><a href="mailto:d.c.parkes@derby.ac.uk">d.c.parkes@derby.ac.uk</a></td>
<td>591155</td>
</tr>
</tbody>
</table>

**11. Post- programme opportunities**

The School of Computing has an excellent employability record.

The programme is designed to provide you with the practical skills and knowledge to make you immediately employable within the computing industry or to enhance your career prospects if you are already employed within the industry. It is anticipated that the placement opportunities on the programme will further enhance employment prospects of students.

Whilst most students having completed and passed this programme are likely to progress into full time employment, the School offers an excellent opportunity for students to progress onto PhD study.
12. Employer links

The School has direct links to a wide range of organisations working in the field of computing, information security and digital forensics. These range from large corporate computer users in the private sector, national and local government departments to smaller specialised companies in fields such as business systems for niche markets.

In combination with the input received from the colleges’ advisory board, our links with industry allow us to create an employer informed curriculum. Seeking guidance from companies such as Hewlett Packard/EDS and Citi Bank we aim to ensure students skill sets are linked with the “in demand” expertise required by employers. In addition we are a member of the Microsoft IT academy, Cisco Networking Academy and Microsoft Developer Network. These alliances help to inform the content of our programmes through vendor best practice material and to inspire our students with a number of incentives and competitions.

Our collaborations with industry work both ways and the school is increasing engaging with the transfer of knowledge from the University to industry, having completed a number of Knowledge Transfer Partnerships (KTPs) including a recent one at Orchid. These KTPs help further develop methods of using research to optimise businesses IT practices.

The School also hosts the Derbyshire Information Security Consortium (DISC). DISC is a group which sits at the University of Derby creating links with local industries to raise the profile of information security within our area. This offers an ideal opportunity for cross fertilization of ideas and practice between businesses and the university. The main event of DISC is a guest talk (every month) by a prominent expert in the field, and this is always well attended by both local businesses and our students.

In addition the school also offers bespoke IT training to industry. This again affords us the opportunity to determine the IT requirements of industry and we use this to help inform our teaching.

A significant number of dissertations and independent study research project ideas and proposals are made by companies with which we work closely. These specific proposals reflect current and real life problems and provide an excellent opportunity for students to develop meaningful links with industry whilst at the same time completing relevant research into an industrial problem.
Appendices
I. Module Descriptions

Module Code, Title, Credits and Status

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Credits</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>7CS094</td>
<td>Studying at Masters Level and Research Methods</td>
<td>20</td>
<td>Core</td>
</tr>
<tr>
<td>7CS077</td>
<td>Advanced Concepts and Research in Digital Forensics</td>
<td>20</td>
<td>Core</td>
</tr>
<tr>
<td>7CS513</td>
<td>Security: Attacks and Countermeasures</td>
<td>20</td>
<td>Core</td>
</tr>
<tr>
<td>7CS081</td>
<td>Advanced Security Protocols</td>
<td>20</td>
<td>Core</td>
</tr>
<tr>
<td>7CS504</td>
<td>Digital Forensics</td>
<td>20</td>
<td>Core</td>
</tr>
<tr>
<td>7CS515</td>
<td>Cybercrime Analysis and Investigation</td>
<td>20</td>
<td>Core</td>
</tr>
<tr>
<td>7CS997</td>
<td>Independent Scholarship</td>
<td>60</td>
<td>Core</td>
</tr>
</tbody>
</table>

STUDYING AT MASTERS LEVEL AND RESEARCH METHODS

This module develops the necessary skills and abilities required for studying and researching within the specific context of the Computing discipline.

**Assessment Weighting:** 100% CW / 0% EX

**CW1:** 100% Weighting

Learning outcomes to be assessed: All

Assessment will be by means of a portfolio of written work demonstrating the achievement of all learning outcomes totalling between 4000 and 4500 words. There will be a strong component of rapid, formative assessment during the delivery of that part of the module relating to learning outcome 1 which will be linked to summative assessment.

**Module Leader** – Nik Bessis

ADVANCED CONCEPTS AND RESEARCH IN DIGITAL FORENSICS

This module develops and nurtures a student research ethic and places a strong emphasis on engagement with important research areas within digital forensic investigation. Current and cutting edge research areas and topics are identified by the module team. These are presented to students who then identify a core area of research from this. The research
areas is then developed over the duration of the module wherein students are required to present and share their findings at key milestones such as on completion of a literature survey, identification of current limitations of knowledge and establishment of the research question).

The research culminates in the development of a professional research paper which outlines key findings in that area. The research paper provides opportunity for joint publication by the module team and the student concerned.

The module may act as a ‘spring board’ for the further analysis and development of the research question at dissertation level.

**Assessment Weighting:** 100% CW / 0% EX

**CW1:** 100% Weighting  
Learning outcome to be assessed: All

A portfolio typically consisting of around 6000 words which may take the form of a professional report/essay/journal article which responds to a specific research question. The assignment rubric may be structured towards meeting the requirements of each programme.

The portfolio typically may consist of:

- The development of a research question which is based around constraints identified by the module leader;
- the ‘testing’ of the research question through interactive discussions in Blackboard;
- the development of the research question into a draft journal article;
- the results of a peer review of the draft article;
- a final article which is based on the results of the peer review process.

You will be given opportunities, through both formative and summative assessments, to reflect on your learning to support professional and personal development.

**Module Leader** – Olga Angelopoulou

---

**SECURITY: ATTACKS AND COUNTERMEASURES**

Using a blend of practical and theoretical approaches this module will empower you with the analytical tools to perform pragmatic and ethical system penetration testing. Using popular open source tools, you will be given a framework to research and develop innovative methods which can be used to uncover security vulnerabilities in modern networked environments. Research will be performed in how to circumvent real world attacks using
appropriate detection and prevention techniques. Through investigation, analysis and creative design, you will become adept in how to protect systems against internal and external threats.

**Assessment Weighting:** 100 %CW / 0% EX

**CW1:** 100% Weighting  
Learning outcome to be assessed: All

Assessment will be by means of a portfolio of learning artefacts demonstrating the achievement of all learning outcomes. For equivalence, the assessment workload will equate to 6000 words, although it is anticipated that the learning outcome could be met in a variety of ways. You will negotiate the artefacts of your portfolio with your tutor. Typically this would be through assessed written or verbal project planning, literature reviews and original contribution to a chosen relevant topic. A case study or topic relating to security incidents within your home nation may act as a case study, as suited.

You will be given opportunities, through both formative and summative assessments, to reflect on your learning to support professional and personal development. Formative assessment will take form of direct feedback to given student tasks and class based discussions based on those tasks.

**Module Leader** – Kim Smith

---

**ADVANCED SECURITY PROTOCOLS**

This module aims to equip you with the advanced knowledge and understanding required to analyse complex security protocols. The module focuses on protocols required to ensure security over remote networks.

**Assessment Weighting:** 100 %CW / 0% EX

**CW1:** 100% Weighting  
Learning outcomes to be assessed: All

A portfolio typically consisting of around 6000 words which may take the form of a professional report/essay/journal article which responds to a specific research question. The assignment rubric may be structured towards meeting the requirements of each programme.

The portfolio in this case may consist of a series of tasks such as: The development of a research question which is based around constraints identified by the module leader; the ‘testing’ of the research question through interactive discussions in Blackboard; the development of the research question into a draft journal article; the results of a peer review
of the draft article; a final article which is based on the results of the peer review process.

You will be given opportunities, through both formative and summative assessments, to reflect on your learning to support professional and personal development.

As part of the portfolio there will be a strong component of rapid, formative assessment during the delivery of the module relating to Learning Outcomes, which will be linked to summative assessment. This may take the form of a single or a series of in-line assessments.

Module Leader – Kim Smith

DIGITAL FORENSICS

This module aims to familiarise the students with the investigation process. The students will study different investigation methodologies and gain practical experience in the analysis of digital media along with experience on report writing and presentation of evidence. The module aims to prepare the students for acquiring professional qualifications in the area of digital forensics (Guidance CF1 and CF2, BondSolon Expert Witness).

Assessment Weighting: 100 %CW / 0% EX

CW1: 100% Weighting Learning outcomes to be assessed: All

The students will create a portfolio that will consist of practical tasks and research assignments allocated during the semester. The portfolio will require tutorial sessions and independent study hours. The students will be required to present their work.

Module Leader – Olga Angelopoulou

CYBERCRIME ANALYSIS AND INVESTIGATION

This module aims to develop a critical understanding about the analysis and investigation of cybercrimes. The study of cybercrimes highly relies on legal, technological and social approaches. It appears that cybercrimes are in a constant development while taking advantage of the rapid advancement of digital devices and the Internet. The need to prevent cybercrimes plays an integral role in today’s cybersecurity world. The students will develop their knowledge around cybercrimes, law, society and technology under the computing perspective.
Their study and practical understanding will be enhanced by analysing related case studies. A blend of seminars and lectures will support the guided research the students will undertake for the completion of this module.

**Assessment Weighting:** 100% CW / 0% EX

**CW1:** 50% weighting  
Learning outcomes to be assessed 1, 4  
The students will need to critically examine and analyse cybercrimes in relation to the current legislation with the use of interactive tools by using technology-aided methods (e.g. journal, blog, wiki etc.).

**CW2:** 50% weighting  
Learning outcomes to be assessed 2, 3  
The students will need to identify a research question in relation to current and future trends in cybercrime and produce a short research paper.

You will be given opportunities, through both formative assessments with interactive sessions and summative assessments with coursework, to reflect on your learning to support professional and personal development.

**Module Leader** – Olga Angelopoulou

**INDEPENDENT SCHOLARSHIP**

This module provides the opportunity for students to consolidate upon and extend their understanding, skills and knowledge of their subject area as developed through stage 1 and stage 2 of the Programme. Through this module students will demonstrate their knowledge, understanding and skills at the Master’s level. The aim is to ensure that students are able to formulate and tackle research questions competently, efficiently, independently, and with relevance to a particular problem and/or application.

The research project will normally be closely related to ongoing research activity within the School of Computing, to ensure that the quality of supervision is very high and to foster integration and strengthening of the overall research effort in the School. The research project will normally have industrial collaborators to help focus attention on specific and real applications.

A dissertation of not more than 15,000 words will provide the main means of assessment,
although other deliverables, as agreed with the supervisor, will be considered. Students must demonstrate their ability to apply what they have learnt on the course in an independent and rigorous fashion.

**Assessment Weighting:** 100% CW / 0% EX

**CW1:** 100% Weighting. Learning outcomes to be assessed: All

The assessment of the Independent Study module is by a final report in the form of a dissertation and is intended to address all learning outcomes.

**Module Leader** – Dennis Parkes
The Postgraduate Marking Scale

The Postgraduate Marking Scale applies to Level 7 modules. Level 8 modules are graded as pass or fail, and some Level 7 modules are validated to be marked as pass or fail only.

<table>
<thead>
<tr>
<th>% mark</th>
<th>Grade Descriptors</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-100%</td>
<td>Excellent</td>
<td>Distinction</td>
</tr>
<tr>
<td></td>
<td>Outstanding; high to very high standard; a high level of critical analysis and evaluation, incisive original thinking; commendable originality; exceptionally well researched; high quality presentation; exceptional clarity of ideas; excellent coherence and logic. Trivial or very minor errors.</td>
<td></td>
</tr>
<tr>
<td>60-69%</td>
<td>Very good</td>
<td>Merit</td>
</tr>
<tr>
<td></td>
<td>A very good standard; a very good level of critical analysis and evaluation; significant originality; well researched; a very good standard of presentation; pleasing clarity of ideas; thoughtful and effective presentation; very good sense of coherence and logic; Minor errors only.</td>
<td></td>
</tr>
<tr>
<td>50-59%</td>
<td>Good</td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td>A good standard; a fairly good level of critical analysis and evaluation; some evidence of original thinking or originality; quite well researched; a good standard of presentation; ideas generally clear and coherent, some evidence of misunderstandings; some deficiencies in presentation.</td>
<td></td>
</tr>
<tr>
<td>40-49%</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A sound standard of work; a fair level of critical analysis and evaluation; little evidence of original thinking or originality; adequately researched; a sound standard of presentation; ideas fairly clear and coherent, some significant misunderstandings and errors; some weakness in style or presentation but satisfactory overall.</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>35-39%</td>
<td>Unsatisfactory</td>
<td>Overall marginally unsatisfactory; some sound aspects but some of the following weaknesses are evident; inadequate critical analysis and evaluation; little evidence of originality; not well researched; standard of presentation unacceptable; ideas unclear and incoherent; some significant errors and misunderstandings. Marginal fail.</td>
</tr>
<tr>
<td>5-34%</td>
<td>Very poor</td>
<td>Well below the pass standard; a poor critical analysis and evaluation; no evidence of originality; poorly researched; standard of presentation totally unacceptable; ideas confused and incoherent, some serious misunderstandings and errors. A clear fail well short of the pass standard.</td>
</tr>
<tr>
<td>1-4%</td>
<td>Nothing of merit</td>
<td>Nothing of value is contained in the submitted work. Nil Report grade.</td>
</tr>
<tr>
<td>NS</td>
<td>Non-submission</td>
<td>No work has been submitted.</td>
</tr>
<tr>
<td>Z</td>
<td>Academic offence notation</td>
<td>Applies to proven instances of academic offence.</td>
</tr>
</tbody>
</table>
# HE Undergraduate Teaching and Assessment Calendar

**2014–2015**

<table>
<thead>
<tr>
<th>AUG</th>
<th>SEPT</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>JUL</th>
<th>AUG</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>2</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>17</td>
<td>19</td>
<td>23</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>7</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>8</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>10</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>11</td>
<td>9</td>
<td>6</td>
<td>11</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>11</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>10</td>
<td>7</td>
<td>12</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>10</td>
<td>8</td>
<td>12</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>13</td>
<td>11</td>
<td>8</td>
<td>13</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>11</td>
<td>9</td>
<td>13</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>14</td>
<td>12</td>
<td>9</td>
<td>14</td>
<td>11</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>10</td>
<td>14</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>15</td>
<td>13</td>
<td>10</td>
<td>15</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>13</td>
<td>10</td>
<td>15</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>16</td>
<td>14</td>
<td>11</td>
<td>16</td>
<td>13</td>
<td>12</td>
<td>12</td>
<td>15</td>
<td>13</td>
<td>16</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>13</td>
<td>17</td>
<td>15</td>
<td>12</td>
<td>17</td>
<td>14</td>
<td>13</td>
<td>14</td>
<td>16</td>
<td>15</td>
<td>17</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>14</td>
<td>18</td>
<td>16</td>
<td>13</td>
<td>18</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>17</td>
<td>15</td>
<td>18</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>15</td>
<td>19</td>
<td>17</td>
<td>14</td>
<td>19</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>17</td>
<td>16</td>
<td>19</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>16</td>
<td>20</td>
<td>18</td>
<td>9ABC</td>
<td>20</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>18</td>
<td>17</td>
<td>20</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>17</td>
<td>21</td>
<td>8</td>
<td>19</td>
<td>12</td>
<td>16</td>
<td>21</td>
<td>18</td>
<td>20</td>
<td>17</td>
<td>21</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>18</td>
<td>22</td>
<td>23</td>
<td>18</td>
<td>22</td>
<td>19</td>
<td>23</td>
<td>21</td>
<td>22</td>
<td>20</td>
<td>22</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>19</td>
<td>23</td>
<td>24</td>
<td>22</td>
<td>24</td>
<td>19</td>
<td>25</td>
<td>22</td>
<td>23</td>
<td>21</td>
<td>23</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>20</td>
<td>24</td>
<td>25</td>
<td>22</td>
<td>25</td>
<td>20</td>
<td>26</td>
<td>22</td>
<td>24</td>
<td>21</td>
<td>24</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>21</td>
<td>25</td>
<td>26</td>
<td>22</td>
<td>26</td>
<td>21</td>
<td>27</td>
<td>22</td>
<td>24</td>
<td>22</td>
<td>26</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>26</td>
<td>27</td>
<td>22</td>
<td>27</td>
<td>21</td>
<td>28</td>
<td>22</td>
<td>24</td>
<td>22</td>
<td>27</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>23</td>
<td>27</td>
<td>28</td>
<td>22</td>
<td>28</td>
<td>21</td>
<td>29</td>
<td>22</td>
<td>24</td>
<td>22</td>
<td>28</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>24</td>
<td>28</td>
<td>29</td>
<td>22</td>
<td>29</td>
<td>21</td>
<td>30</td>
<td>22</td>
<td>24</td>
<td>22</td>
<td>29</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>25</td>
<td>29</td>
<td>30</td>
<td>22</td>
<td>30</td>
<td>21</td>
<td>31</td>
<td>22</td>
<td>24</td>
<td>22</td>
<td>30</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>26</td>
<td>30</td>
<td>31</td>
<td>22</td>
<td>31</td>
<td>21</td>
<td>32</td>
<td>22</td>
<td>24</td>
<td>22</td>
<td>31</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>27</td>
<td>31</td>
<td>32</td>
<td>22</td>
<td>32</td>
<td>21</td>
<td>33</td>
<td>22</td>
<td>24</td>
<td>22</td>
<td>32</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>28</td>
<td>32</td>
<td>33</td>
<td>22</td>
<td>33</td>
<td>21</td>
<td>34</td>
<td>22</td>
<td>24</td>
<td>22</td>
<td>33</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>29</td>
<td>33</td>
<td>34</td>
<td>22</td>
<td>34</td>
<td>21</td>
<td>35</td>
<td>22</td>
<td>24</td>
<td>22</td>
<td>34</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>30</td>
<td>34</td>
<td>35</td>
<td>22</td>
<td>35</td>
<td>21</td>
<td>36</td>
<td>22</td>
<td>24</td>
<td>22</td>
<td>35</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>31</td>
<td>35</td>
<td>36</td>
<td>22</td>
<td>36</td>
<td>21</td>
<td>37</td>
<td>22</td>
<td>24</td>
<td>22</td>
<td>36</td>
<td>22</td>
<td>21</td>
</tr>
</tbody>
</table>

*The clearing date is subject to change by UCAS.*

- **Examinations**
- **Teaching weeks**
- **Revision teaching**
- **University vacations**
- **Award Ceremonies**
- **Bank holidays**

Students are expected to be in attendance throughout the periods covered by the LEA term dates, these are indicated by thicker lines.
Business, Computing and Law - You Said It. We Did It.

Throughout the year we’ll ask you to tell us all about your experience here at Derby. Your opinions are really important to us, and we’re constantly making changes as a result of your feedback to improve your experience. Here are just some of the changes that we’ve made with the college to improve things based on what you told us.

You said you wanted greater accessibility for your module tutors.
We've arranged for tutor's office hours to be published making it easier for you to pick a time that's right for you.

You said that you wanted the best quality teaching and the best quality teachers.
We've recruited more subject specialists and

You said you wanted more and better learning resources.
We've secured substantial and targeted increases in learning resources for every

You said you wanted more time with academic staff.
We've hired more excellent staff and implemented an effective personal tutorial system.

Make sure to keep an eye out for a chance to have your say in the next Feedback and National Student Survey campaigns which will be running in February. We’re always looking to make changes to improve your time with us, so please get in touch at feedback@derby.ac.uk to tell us about your experiences.