UNIVERSITY OF LIVERPOOL

School of Electrical Engineering, Electronics & Computer Science

Undergraduate and Postgraduate Taught

Student Handbook 2024-25

On request, information in this handbook can be made available in an alternative format. Please contact the School's Student Experience Team via studyenq@liv.ac.uk or csstudy@liverpool.ac.uk.

23/10/2024 15:14 last date updated 23/10/2024 15:14

UG & PGT School of EEE & CS Student Handbook

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Welcome to the School of Electrical Engineering, Electronics and Computer Science

Professor Boris Konev, Dean of the School of Electrical Engineering, Electronics & Computer Science

On behalf of everyone here, a very warm welcome from our School.

This Handbook has been written to provide all the information you need to help you understand how the School is organised, where you can obtain further information and assistance, what you can expect from the School and your department, and also what we expect from you.

You should read it thoroughly during the early weeks of your programme and keep it handy for reference during your time as a student at the University.

I hope that by the end of your student career you will have come to regard this Handbook as a well-known, good and trusted companion.

With every good wish for a happy and successful student career.

Professor Wenqing Liu , Head of Department for Electrical Engineering & Electronics

I would like to welcome you to the Department of and to the University. This is a first and important step in developing your professional career. I hope that you will enjoy the experiences during your studies and will take full advantage of opportunities as they arise.

This handbook contains all of the important information about your degree programme and the points of contact for your studies. The handbook describes the relationship between you and the University - including your responsibilities towards your studies and our responsibilities towards you as a student.

The structure of the Department's degree programmes are given and the arrangements for the examinations and assessments. It also describes the student support services available to you and progression requirements from year to year.

We, in the Department, hope you will be happy at Liverpool, and that you make the most of your time at the University and in the City.

Professor Martin Gairing, Head of Department for Computer Science

Welcome to the Department of Computer Science. We are delighted to have you join our department as a student. This handbook has been designed to provide you with all the essential information to support your academic journey.

Our department, like others at the University, embraces a dual mission: advancing the field of Computer Science through innovative research, and fostering a learning environment where we pass on this knowledge to the next generation. At our University, research and education are closely intertwined, with both faculty and students actively engaged in both endeavours.

The traditional distinction between teachers and students is less pronounced here than in earlier stages of education. We view learning as a collaborative effort that requires active engagement from

both sides. Alongside our research-driven curriculum, we offer numerous opportunities to enhance employability skills through a variety of formal and informal activities that students are encouraged to participate in.

We wish you the very best in your studies with us. We hope your time here is both enriching and enjoyable, and that your experience in our department serves as a strong foundation for a successful career following graduation.

You will probably find that study at the University will be more open-ended and less tightly structured than you have been used to. It may take you some time, also, to familiarise yourself with the organisation and ways of working of the University and the Department. Don't worry if you find these changes difficult at first; you will not be the only one feeling this way. I am sure that you will soon get used to the new way of life and study that you find here. In addition to the support offered by staff, the Department has a lively student society, CompSoc, which organises a variety of activities for computer science students to get involved in and meet others who are also studying the subject at our University.

Finally, if you do encounter problems, with your work or otherwise, please remember that my colleagues and I are all here to help you in any way we can. Each student has an Academic Advisor who can be contacted to provide advice throughout the duration of their studies. We all hope that your time at the University of Liverpool will be a happy and rewarding experience for you, and we will do our best to make it so.

I look forward to getting to know you during the coming year.

Section 1 – Information about the School of EEE & CS

1.1 Introduction

The Department of Electrical Engineering and Electronics, together with the Department of Computer Science are part of the School of Electrical Engineering, Electronics and ComputerScience. The interface between computer science and electrical engineering is where hardware meets software, for example in the domain of signal processing. Although computer science also has strong connections with mathematics (for example in the field of algorithms) and to an extent philosophy (for example in the fields of logic programming and the theory of computation), the relation with electrical engineering means that the two departments within the school are well matched, thus allowing students in both departments to benefit from the experience and knowhowavailable across the entire school.
School website: https://www.liverpool.ac.uk/electrical-engineering-electronics-and-computer-science/

1.1.1 The Department of Electrical Engineering & Electronics

http://www.liverpool.ac.uk/eee

The Department of Electrical Engineering and Electronics is well recognised nationally and internationally. The research and teaching have received high ratings in recent assessments and surveys and many of the academic staff enjoy international recognition for pre-eminence in their fields. Once students commence their studies, they become members of the prestigious community. The Institution of Engineering and Technology (IET) have assessed all of the Department's BEng, MEng and MSc programmes and awarded the relevant accreditation to allow you to use the qualifications you obtain towards becoming professionally registered as a Chartered Engineer.

1.1.2 The Department of Computer Science

http://www.liv.ac.uk/computer-science/

The Department of Computer Science is located in the Ashton and George Holt Buildings. The Ashton Building houses the offices of the academic and administrative staff and the George Holt Building houses mainly the technical staff and the computer laboratories. The two buildings are linked by a corridor on the second floor. The Department aims to provide students with an understanding of the basic principles of computer science, the current state of knowledge of the subject, and its application to the processing of information in all aspects of life and work. In addressing these aims, the Department's programmes all include a significant amount of material on the theory, design and implementation of computer systems while at the same time focusing on their individual specialist areas. We believe that all our programmes will provide students with skills that can be used immediately in industry and commerce as well as the broader view which is needed, for example to deal with issues arising from advances in technology, in management and in high level research.

1.2 Student Handbook

This handbook aims to be a guide to life in the School. It contains information on the structure of the Departments, its staff, its committees, and other information useful to you throughout your studies. You are advised to read it thoroughly, in order to familiarise yourself with the practices and procedures of the Department and School. It does not replace any other communications you receive from the University, Faculty, or individual subject department, but should be read in conjunction with them.

You should also be aware of the general rules and regulations of the University which apply to all students and should take note of the additional information issued by the University such as the 'Your University' handbook ' based booklets and web links including programme terms and conditions, policies and procedures, and the student intranet.

Disclaimer
We make every effort to ensure the accuracy of this Handbook. However, it should be noted that the matters covered are subject to change from time to time. Where changes occur, we will endeavor to update this version as soon as possible

1.3 Communication within the School and Departments

1.3.1 Email

Students are provided with a University email account and once your registration is completed, all University communications will be sent to this account. It is very important that you check this daily during term-time, and regularly during vacation periods.
When emailing academic staff or professional services staff, please do so only from your University email account. Write in a professional, polite style, and remember to use an appropriate greeting and sign-off in all mails.

When contacting the Student Experience Team (SET), it is important to indicate your student ID number, which degree programme you are on and your year of study in all communications; this will help the SET to identify you more easily and respond to your enquiry efficiently.

Academic and professional services staff will not normally reply to emails outside normal office hours—in other words you should not expect a reply to your email in the evenings or at the weekend.

Please try to find information in this handbook or through the School or University web pages in the first instance; if you cannot find what you are looking for, let us know so that we can post that information for the benefit of other students. Our SE Team will also be able to answer many of your non-academic queries.

Email is usually not a good way to get an answer to an **urgent query**; you will generally get the information you need more readily by visiting your Department's Student Office, Electrical Engineering and Engineering, fifth floor of the EEE Building or Computer Science, ground floor of the Ashton Building open Monday to Friday from 09:15 - 16:45, or seeing your module leader in class or during their office contact hours. You can also reach out to via Microsoft Teams to team members.

1.3.2 Canvas - Virtual Learning Environment

Students are expected to monitor information concerning their modules using the Virtual Learning Environment (VLE) Canvas regularly.

Each department has an all-student Canvas course where you will find lots of useful announcements that the SE Team have posted. The page also contains links to the staff-student liaison committee minutes and other important documentation. It is regularly updated with news and informationrelevant to

students.

Electrical Engineering and Electronics Student Canvas Page

Computer Science Student Canvas Page

1.3.3 Student Trusted Contact

As part of our approach to support your safety and wellbeing, we require all our students to nominate and provide the University with details of at least one trusted contact as part of the annual registration process. We ask you to provide this information so that it is available in the unlikely event that a situation arises where we consider your health, wellbeing, or welfare to be at risk. For more information please click here - Student Trusted Contact Statement - Legal & Governance - University of Liverpool

1.3.4 External post

Sometimes we need to contact you via the external postal system so it is important that your School is kept informed of any changes to your address – both term-time and vacation. You can update your details via Liverpool Life.
It is important that keep your personal contact details up to date - to do this please login into My Liverpool.

1.3.5 Telephone contact

All staff have a direct telephone number and many have voicemail. Please note that when telephoning staff on a University telephone, you only need to dial the last 5 digits (e.g. for 7941234 you simply dial 41234). Calls made from outside the University or from a mobile require the full number. If you are dialling from outside the UK, use the prefix +44 (151).

1.3.6 School and Department Websites/Intranet

Information about particular modules may be provided via module specific web pages or the central University Canvas system. The following websites contains information for current students and is linked to the Departments' intranets. The pages contain links the Student Handbook electronic module catalogue, programme specifications and other important documentation e.g. e-project systems, student activity monitor. It is regularly updated with news and information relevant to students.

- **School website:** https://www.liverpool.ac.uk/electrical-engineering-electronics-and-computer-science/
- **Electrical Engineering & Electronics:** http://www.liverpool.ac.uk/eee
- **Computer Science website:** http://www.liv.ac.uk/computer-science/

1.4 Guest Lectures and Seminars

1.4.1 Electrical Engineering & Electronics

A Departmental seminar programme normally takes place on one day every week. Further details

regarding the location and speaker details are sent out before each seminar. Seminars are presented by visiting speakers and by members of staff of the Department. These are compulsory to all Year 2 and MSc (Eng) students but all students are welcome to attend. Please refer to the Timetables and circulation emails for information.

1.4.2 Computer Science

The Department holds weekly seminars which are open to students. Speakers include leading international researchers from the UK and beyond. The topics cover a wide range of computer science research. For details please see http://intranet.csc.liv.ac.uk/research/seminars/

From time to time, outside companies visit the Department to talk about careers. You will be advised of any such events by e-mail, and posters will also be displayed on the noticeboards

1.5 Key Dates for Students in the Academic Year 2024/25

These can be found online via https://www.liverpool.ac.uk/term-dates/

Graduation information will be made available via: Graduation - Graduation - University of Liverpool

1.6 Student Activity Monitor (SAM)

The Department of Computer Science maintain a Student Activity Monitor [SAM] system which contains information about some aspects of student activity. This can be accessed via:

- CS: https://sam.csc.liv.ac.uk/COMP/

1.7 Student Representation within each Department

The views of students are valued by the School and students are encouraged to provide feedback relating both to the content and provision of their programme of study, and also to any other aspects of the overall University environment.

Students should feel able to provide informal feedback to any member of staff. However, there are several mechanisms for providing formal feedback.

1.7.1 Staff Student Liaison Committee

Staff-Student Liaison Committees are established in accordance with the University Code of Practice on Student Representation available here.

Staff-Student Liaison Committees will normally meet at least three times a year. The membership, its terms of reference, and the manner in which it conducts its business will conform to the requirements of the Annex to the Code of Practice on Student Representation. Elections to the Staff-Student Liaison Committee will be carried out within the structure determined by the University Student Representation Steering Group, and Programme Representatives will be encouraged to attend the training provided for them by the Guild of Students. More information about becoming a student representative is available via Course Reps (liverpoolguild.org)

The School try to be as open as possible in the way it runs, and students are encouraged to make their views heard. This is not to say every opinion will be acted upon because ultimately academic staff are responsible for using their judgement about how their subject should be taught and

assessed. However, student opinion will always be listened to and seriously considered.

All students are encouraged to put themselves forward for election for departmental Staff-Student Liaison Committees. All students will receive an email from the SE Team at the start of the academic year, inviting them to participate.

1.7.2 Representation on Committees

There are committees at Faculty and Department Level and both include student representation on their membership. The Curriculum Board & the Board of Studies are run separately by both Department and the School Scrutiny Panel is run by the School. Committee reps are usually recruited through the UG & PGT SSLCs. Committee reps are usually recruited through the SSLCs and you will hear more about these opportunities at the first SSLC meeting. You can also find out more by contact the Faculty Student Voice Coordinator, Chloe Roberts (chloe.roberts2@liverpool.ac.uk) who is based in the Guild but works very closely with staff in the Faculty of Science and Engineering.

1.7.3 Module Questionnaires

Students are given the opportunity to express their views regarding Departmental modules via questionnaires, which are distributed to students in both semesters. Please ensure that you complete one of these questionnaires for each module you are registered for, as this is invaluable feedback for the Department and allows students to help shape the module content or its delivery.

1.7.4 National Student Survey (NSS)

This survey is completed by final year students throughout the country towards the end of their study. Results are published nationally and allow prospective students to compare overall satisfaction at different institutions.

1.7.5 Weekly "Your Feedback Matters" emails

Each Friday you will receive an announcement from the Department of Electrical Engineering and Electronics requesting your real-time, anonymous feedback, using **this super quick feedback form (EEE)** . We would love to hear from you as we strive to improve the delivery of our activities and tailor them to your needs - your continuous feedback is key.

1.8 Student Societies

1.8.1 COMPSOC

The Computer Science departmental student society is known as COMPSOC and all students are

welcome to join. This society, which is associated with the University's Guild of Students, is run by students and involves various social and sporting activities. For further information you can contact the society via email Compsoc@society.liverpoolguild.org or check out their Facebook page, which can be found here: https://www.facebook.com/groups/livcompsoc/

1.8.2 Computer Science Football Team

Computer Science FC is an 11 a-side football team that plays in the campus football Wednesday division. Further details of this will be emailed round during the start of term.

1.8.3 CyberSoc

CyberSoc is a community of hackers and security enthusiasts, offering talks from industry leaders, workshops to teach you new skills, opportunities to hack in CTF challenges, and support with pen testing. Everyone, from people just starting out with security, to people with years of experience, are welcome and will benefit from what CyberSoc has to offer.
For more information and to join this society visit: Cyber Security (liverpoolguild.org)

1.8.4 LASER

LASER - The Liverpool Association for Space Engineering and Research is a student led, EEE department backed, satellite building society. More information about it can be found via Canvas LMS (instructure.com)

1.9 Opportunities to Enhance Your CV

The My Liverpool interactive resource is a website where students can find out about a wide range of co- and extra- curricular activities that they can take part in to make the most of their time at Liverpool. These opportunities include sports, music, volunteering, mentoring, taking an additional course, learning a new language, being a Student Representative, joining a sports club or any of the 150+ Guild societies, and many more. The My Liverpool e-Portfolio system provides students with a summary of co- and extra- curricular activities that they have taken part in lasting more than 7 hours, and which will also include the opportunity for students to reflect on the skills developed through participating in these activities. Activities from the My Liverpool e-Portfoliowill populate the Higher Education Achievement Reports (HEARs.)

You may also consider membership of professional societies, such as the British Computer Society (BCS), the Institution of Engineering and Technology (IET) or the Association for Computing Machinery (ACM). For information on student membership, please see

- BCS Membership | Benefits of Becoming a Member | BCS
- The Institution of Engineering and Technology (IET) Membership and registration (theiet.org)
- About ACM Membership

1.9.1 A Year in China – UG Students only

The Year in China is the University of Liverpool's exciting flagship programme enabling undergraduate students, from a huge range of departments the opportunity to spend one year at our sister university Xi'an Jiaotong-Liverpool University (XJTLU), following XJTLU's BA China Studies degree classes. More information is available here: Year in China

1.9.2 Study Abroad – UG students only

Semester Abroad

As part of your degree programme you may have the opportunity to study abroad. Studying abroad has huge personal and academic benefits, as well as giving you a head start in the graduate job market. We share good links with a wide range of worldwide exchange partners, resulting in many opportunities for students. More information is available here: Study Abroad

Summer Abroad

Summer Abroad programmes are short term summer placements, either participating in a summer school or a research project. The programmes do not count towards your degree and add no extra time to your studies. This means you can benefit from a university-supported study abroad experience outside of your degree programme. You can apply to many of the summer options regardless of your degree programme or your year of study. In some cases, you will be able to take subjects from outside your chosen academic discipline. For a full list of Summer Abroad opportunities available, check the Study Abroad Study Abroad - Where can I go?

1.9.3 Voluntary Work in the Department

Peer Mentoring

Each year each department requires a number of students to be trained as peer mentors. Once trained, the peer mentor is linked to a small number of new UG students whom they will meet during Welcome Week or shortly after the start of the academic year. Their role is to offer practical advice to help new students settle into University life.

Assisting with Open Days/Applicant Discovery Days

There are a number of occasions throughout the year when prospective students and their parents visit the School to finalise their choice of a place to study. Current students are an important part of these visits and we generally look for a small number to help show visitors around the Departments and to answer their questions.

1.9.4 Open Languages

Open Languages gives students the chance to study a language alongside their named degree programme. Students can start as a beginner, intermediate or advanced learner and progress accordingly depending on their previous experience with the language.
More information is available here: Open Languages

1.9.5 Other Activities

There may be other events which will be held in the School throughout the year and you will generally be notified of these in advance via email or on Canvas.

1.10 Health and Safety Information

Student safety is very important to us – it is one of the University's highest priorities. We are committed to providing you with a safe learning and living environment but we can only achieve this if we have your full support.

In the same way we expect all our staff to work to high safety standards, we ask that you take health and safety seriously by:

- Taking reasonable care for the health and safety of yourself and others;
- Acting in accordance with University safety rules.
- Familiarise yourself with the fire procedures in buildings, including what to do if you discover a fire, what to do if the alarm sounds and where to assemble should you have to evacuate the building. The normal way into a building may not be available to you in a fire situation so ensure you know what alternative routes exist.
- Know the number to use in an emergency – on the University telephone system this is 2222.
- Never wedge open fire doors or obstruct escape routes.
- Always report accidents, near misses or dangerous conditions to a responsible member of the Department.
- Always follow any health and safety instructions you are given.

There is a lot more information and this can be found at: http://www.liv.ac.uk/safety/.

Further details on Health and Safety can be found on the School intranet site here: https://www.liverpool.ac.uk/intranet/eee/safety/

If you have any problems or questions about safety, raise them with a member of teaching staff or with your Health and Safety Officer, who is:

- Dr Dave Donaghy
  Email: donaghy@liverpool.ac.uk
  Tel.: 0151 795 7624

OR

- Electrical Engineering and Electronics: Mr Jim Humphries
  Email: Jim.humphries@liverpool.ac.uk
  Tel.: 0151 794 4596
- Computer Science: Mr Patrick Colleran
  Email: Paddy.Colleran@liverpool.ac.uk
  Tel: 0151 795 4261

Once a year, a fire safety evacuation practice will be held. The alarm will be sounded and the bells will ring continuously. This should be treated as if it were a real fire, and everyone should leave the building immediately.

The fire alarms in the University buildings are tested weekly and will ring for approx. 35 seconds. If the bells ring continually you should immediately leave the building by the nearest exit. Do not stop to collect personal items, or linger in the building. Do not use the lifts. Assemble in the quadrangle and do not attempt to re-enter the building until told by the fire safety officer that it is safe to do so. The Departments have an EVAC chairs in the buildings – this is a universal evacuation solution for smooth stairway descent during an emergency.

1.10.1 Department of Electrical Engineering & Electronics

In the Department of Electrical Engineering and Electronics we have specific safety arrangements; in practical/laboratory departments there is a safety code/handbook which sets out Departmental

safety arrangements in detail. You will be given an Induction talk by the Safety Office within your first week and asked to sign a Safety form stating that you have attended the session. You will not be able to work in the laboratories until this has been received.

1.10.2 Department of Computer Science

If you have any problems or questions about safety, please raise them with a member of staff or with the Departmental Safety Coordinator Mr Patrick Colleran, Email: Paddy.Colleran@liverpool.ac.uk , Tel: 0151 795 4261

Section 2 – Contacts

A list of all staff including emails and telephone numbers can be found at:
Staff Staff- Department of Electrical Engineering and Electronics - University of Liverpool
Staff Staff- Department Of Computer Science - University of Liverpool

Student Experience Team (SET) Department ofElectrical Engineering and Electronics (EEE)		studyenq@liverpool.ac.uk
Student Experience Team (SET) Department ofComputer Science (CS)		csstudy@liverpool.ac.uk
Learning and Teaching Support Officers (LTSO)		SciEng-LTSO@Liverpool.ac.uk
Head of Department EEE	Prof Wenqing Liu	Wenqing.Liu@liverpool.ac.uk
Head of Department CS	Prof Martin Gairing	martin.gairing@liverpool.ac.uk
Deputy Head of Department (Teaching) EEE	Prof Jeremy Smith	J.S.Smith@liverpool.ac.uk
Deputy Head of Department (Teaching) CS	Dr Viktor Zamaraev	Viktor.Zamaraev@liverpool.ac.uk

The sections below list the key contacts in the Academic, Professional Services and Technical staff.

2.1 Academic Staff

If you wish to see any member of the academic staff, please contact them by e-mail in the first instance to arrange a mutually convenient time. Module co-ordinators will also schedule office hours or drop-in sessions for their modules.

Role A-Z	Electrical Engineering & Electronics Name (Email)	Computer Science Name (Email)
Academic Integrity Officer	Dr Naser Sedghi nsed@liverpool.ac.uk	Dr Bei Peng Dr Qiyi Tang cs-academicintegrity@liverpool.ac.uk
Admissions Officer, UG	Dr Simon Maher Dr Ian Sandall admis.ug.eee@liverpool.ac.uk	Mr Andrew Roxburgh Dr Patrick Totzke csug-admissions@liverpool.ac.uk
Admissions Officer, PGT	Dr Naser Sedghi msceee@liverpool.ac.uk	Dr Ullrich Hustadt enquiries@csc.liverpool.ac.uk
Assessment Officer	Dr Harm Van Zalinge Vzalinge@liverpool.ac.uk	Dr John Fearnley fearnley@liverpool.ac.uk
Board of Examiners (BoE) UG Chair	Dr Harm Van Zalinge Vzalinge@liverpool.ac.uk	Dr Viktor Zamaraev Viktor.Zamaraev@liverpool.ac.uk
Board of Examiners (BoE) PGT Chair	Dr Harm Van Zalinge Vzalinge@liverpool.ac.uk	Dr Louwe Kuijer Louwe.Kuijer@liverpool.ac.uk
Board of Examiners (BoE) Secretary	Mrs Fay Bruce fbruce@liverpool.ac.uk	Mrs Joanne Hannah johannah@liverpool.ac.uk
Board of Studies (BoS) Chair	Prof Jeremy Smith J.S.Smith@liverpool.ac.uk	Prof Prudence Wong P.Wong@liverpool.ac.uk
Curriculum Board (CB) Chair	Prof Jeremy Smith J.S.Smith@liverpool.ac.uk	Prof Prudence Wong (UG) P.Wong@liverpool.ac.uk TBC – (PGT)
Disability and Dyslexia Contact (DDC)	Dr Waleed Al-Nuaimy wax@liverpool.ac.uk	Mr Phil Jimmieson phil@liverpool.ac.uk
Equality Diversity & Inclusion (EDI)	Dr Munira Raja M.Raja@liverpool.ac.uk	Dr Munira Raja M.Raja@liverpool.ac.uk
Examinations Officer	Dr Saqib Khursheed ssk@liverpool.ac.uk	Dr John Fearnley fearnley@liverpool.ac.uk
Deputy Examination Officer	Dr Xinping Yi Xinping.Yi@liverpool.ac.uk	TBC
Extenuating Circumstances Committee, (ECC) Chair UG	Dr Saqib Khursheed ssk@liverpool.ac.uk	Dr John Fearnley fearnley@liverpool.ac.uk
Extenuating Circumstances Committee, (ECC) Chair PGT	Dr Saqib Khursheed ssk@liverpool.ac.uk	Dr Louwe Kuijer Louwe.Kuijer@liverpool.ac.uk
Faculty Student Voice Coordinator	Miss Chloe Roberts chloe.roberts2@liverpool.ac.uk	

Global Opportunities Advisor (GOA)	Dr Lin Jiang L.Jiang@liverpool.ac.uk	Prof Leszek Gasieniec
Health and Safety Officer	David Donaghy donaghy@liverpool.ac.uk	
Departmental Safety Coordinator	Jim Humphries Jim.humphries@liverpool.ac.uk	Paddy Colleran Paddy.Colleran@liverpool.ac.uk
Mental Health First Aiders	Mental health and well-being - EEE&CS Health and Safety - University of Liverpool	
First Aiders	First Aid - EEE&CS Health and Safety - University of Liverpool	
Programme Directors, UG	Dr Lin Jiang H430, H431, H432 l.jiang@liverpool.ac.uk	Dr Stuart Thomason G40A (G400), G401, G404, GZ10, G40E S.Thomason@liverpool.ac.uk
	Dr Paul Bryant	Dr Valentina Tamma
	HZ03, HZ06, HZ05, HZ07 P.M.Bryant@liverpool.ac.uk	G403, G61Z V.Tamma@liverpool.ac.uk
	Dr Heba Lakany HH67, HH76, HHP7, HHR6 Heba.Lakany@liverpool.ac.uk	Dr Vladimir Gusev GG1A (GG14), GG16, G3N4, GN34 Vladimir.Gusev@liverpool.ac.uk
	Professor Yaochun Shen HH66, GHK6, HG6L Y.C.Shen@liverpool.ac.uk	
Programme Directors, PGT	Dr Valerio Selis EETW, EETI V.Selis@liverpool.ac.uk	Dr Louwe Kuijer CSMS, CSAD, CMBD, CDSM, TCSM Louwe.Kuijer@liverpool.ac.uk
	Dr Heba Lakany EEMS, EEMI Heba.Lakany@liverpool.ac.uk	Dr CSAI, CMBI, CZSM, TCSI Potapov@liverpool.ac.uk
	Dr Lin Jiang EEEP, EEEI l.jiang@liverpool.ac.uk	
Project Co-ordinator, Final Year, UG	Dr Kai Hoettges K.Hoettges@liverpool.ac.uk	Dr Stuart Thomason S.Thomason@liverpool.ac.uk
Project Co-ordinator, MEng, UG	Dr Munira Raja M.Raja@liverpool.ac.uk	Prof Rida Laraki Rida.Laraki@liverpool.ac.uk
Project Co-ordinator, PGT	Dr Tian Zhongbei Zhongbei.Tian@liverpool.ac.uk	Prof Paul Dunne P.E.Dunne@liverpool.ac.uk
Postgraduate Research Director	Dr Ivona Mitrovic Ivona@liverpool.ac.uk	
Quality Assurance (QA) Officer	Dr Harm Van Zalinge Vzalinge@liverpool.ac.uk	
School Scrutiny Panel, Chair	Dr Stuart Thomason S.Thomason@liverpool.ac.uk	
School Publicity / Contact with Industry	Dr Terry Payne T.R.Payne@liverpool.ac.uk	

Senior Tutor	Dr Waleed Al-Nuaimy wax@liverpool.ac.uk	Dr Stuart Thomason S.Thomason@liverpool.ac.uk
Seminar Co-ordinator	Dr Jiafeng Zhou Jiafeng.Zhou@liverpool.ac.uk	Dr Othon Michail Othon.Michail@liverpool.ac.uk
Staff-Student Liaison Committee, (SSLC) UG (Student Representation Officer)	Dr Mark Bowden Mark.Bowden@liverpool.ac.uk	Dr Louwe Kuijer Louwe.Kuijer@liverpool.ac.uk
Staff-Student Liaison Committee, (SSLC) PGT (Student Representation Officer)	Dr Mark Bowden Mark.Bowden@liverpool.ac.uk	Dr Othon Michail Othon.Michail@liverpool.ac.uk
Student Experience, Director EEE	Dr Waleed Al-Nuaimy wax@liverpool.ac.uk	
Technical Support	Electrical Engineering and Electronics EEE Technical Support	Computer Science csc-helpdesk@liverpool.ac.uk
XJTLU Link Tutor/ Internationalisation Officer	Dr Junqing Zhang Junqing.Zhang@liverpool.ac.uk	Dr Guangliang Chang Guangliang.Cheng@liverpool.ac.uk
Year 1 Co-ordinator	Dr Mark Bowden Mark.bowden@liverpool.ac.uk	Prof Paul Dunne P.E.Dunne@liverpool.ac.uk
Year 2 Co-ordinator	Dr Miguel Lopez-Benitez M.Lopez-Benitez@liverpool.ac.uk	Dr Ullrich Hustadt U.Hustadt@liverpool.ac.uk
Year 3 Co-ordinator	Dr Simon Maher S.Maher@liverpool.ac.uk	Dr Louwe Kuijer Louwe.Kuijer@liverpool.ac.uk
Year 4 Co-ordinator	Dr Munira Raja M.Raja@liverpool.ac.uk	Dr Louwe Kuijer Louwe.Kuijer@liverpool.ac.uk
Year in Industry Co-ordinator – UG	Prof Yi Huang Yi.Huang@liverpool.ac.uk	Dr Rasmus Ibsen-Jensen R.Ibsen-Jensen@liverpool.ac.uk
Year in Industry Co-ordinator - PGT	Prof Yi Huang Yi.Huang@liverpool.ac.uk	Dr Kostantinos Tsakalidis K.Tsakalidis@liverpool.ac.uk

2.2 Student Experience Team

Your Student Experience Team (SET) can be contacted via phone, email, MS Teams or in person. The office on the fifth floor of the EEE Building and the office on the ground floor of the Ashton Building are open Monday to Friday from 09:15 - 16:45. You are welcome to call at any time during opening hours. The office also remains open during vacations apart from if the University is closed.

The SET can help whatever the query and so please don't ever hesitate to contact them. Especially if you are experiencing serious difficulties with any aspect of University life, they will be able to provide advice and support with welfare and pastoral concerns, ensuring that you are guided to the most appropriate specialised support for your needs.

The SET are operating in a hybrid way, meaning that you can come along to the office to speak to members of the Team face-to-face or get in touch via email, telephone or MS Teams. The email addresses are studyenq@liverpool.ac.uk if you are an Electrical Engineering & Electronics student or csstudy@liverpool.ac.uk if you are a Computer Science student. Please ensure you include your full name and student ID when you contact them. As a member of our University community, your wellbeing is our top priority and if you ever feel that, you need to talk to a member of the Team about your wellbeing, then please request a confidential meeting by booking an appointment with our School's SET via the Student Appointment Booking System.
You can find out more about the Student Experience Team here.

Role	Name
Student Experience Team Leader	Birtall, Judith
Student Experience Administrator (UG, PGT & PGR)	Almond Higgins, Sophie
Student Experience Co-ordinator (UG & PGT)	Bruce, Fay
Student Experience Team Leader	Chadwick, Lindsay
Student Experience Administrator (PGR) ***[Tuesdays, Thursdays & Fridays]***	Collins, Vicki
Student Experience Administrative Assistant (UG & PGT)	Duckers, Ellie
Student Experience Administrator (UG & PGT)	Dunne, Charlotte
Student Experience Co-ordinator (PGR)	Goodyear, Alison
Student Experience Co-ordinator (UG & PGT)	Hannah, Joanne
Student Experience Administrator (UG & PGT)	Hepworth, Phil
Student Experience Administrator (UG & PGT)	Irwin, Rosie
Student Experience Co-ordinator (UG & PGT)	Martin, Rebekah
Student Experience Administrative Assistant (PGR)	Martinez Perez, Jess
Student Experience Administrator (UG & PGT [Online Learning])	Mattocks, Helen
Student Experience Administrator (UG & PGT [*Wednesdays, Thursdays & Fridays*])	McCann, Heather
Student Experience Co-ordinator (UG & PGT)	Murphy, Jamie
Student Experience Administrator (UG & PGT)	Sinclair, Amy
Student Experience Administrator (UG & PGT)	Sinclair, Eddy
Student Experience Administrative Assistant (UG & PGT)	Whittle, Michelle

2.2.1 Electrical Engineering & Electronics SET contact information

Student Experience Team Email address	**studyenq@liverpool.ac.uk**
Telephone	0151 794 4539
Address	5th floor, Electrical Engineering & Electronics (building no 235), Liverpool, L69 3GJ

2.2.2 Computer Science SET contact information

Student Experience Team Email address	**csstudy@liverpool.ac.uk**
Telephone	0151 795 4234 0151 795 4275

Address	G09, ground floor, Ashton Building, Ashton Street, Liverpool, L69 3BX

2.3 Learning and Teaching Support Officers

The Learning and Teaching Support Officers can help if you are experiencing difficulties with any aspect of University life. The Learning and Teaching Support Officers will be able to provide advice and support with welfare and pastoral concerns, ensuring that you are guided to the most appropriate specialised support for your needs.

You can contact the Learning and Teaching Support Officers, via
email: SciEng-LTSO@Liverpool.ac.uk
Who we are - Faculty of Science and Engineering student intranet - University of Liverpool
Telephone: 0151 795 1153
One-to-one appointments: The LTSOs currently offer face-to-face and online appointments which you can book here.

Web: Faculty Learning and Teaching Support Officers - Faculty of Science and Engineering - University of Liverpool

2.4 Technical Support Staff

2.4.1 Electrical Engineering & Electronics specific technical support

The Departmental teaching laboratories are situated on the 3rd & 4th Floor of the Electrical Engineering and Electronics building. These labs are staffed by experienced technicians who assist both each other and all students during peak times as well as during standard lab sessions. Your primary technical support contact is listed below:

Title	Name	Location	Role	Contact
Laboratory Supervisor	Mr Graham Bunting	Room 308A 3rd Floor	Team Leader: Manages technical team and assists with all labs.	G.Bunting@liverpool.ac.uk Telephone – 0151 794 4534
Laboratory Technician Year 1 and Year 2 Support	Mr Dave Blanchard	Room 311A 3rd Floor	Supports all aspects of Year 1 Lab work.	drb@liverpool.ac.uk Telephone – 0151 794 4544
Laboratory Technician Year 1 and Year 2 Support	Mr Richard Wratten	Room 311A 3rd Floor	Supports all aspects of Year 2 Lab work.	R.Wratten@liverpool.ac.uk Telephone – 0151 794 4544
Senior Laboratory Technician	TBC	4th Floor – Technicians office	Support for Year 3 & 4 projects. Also provides support for year 2 experiments based on the 4th floor.	J.J.Clarke@liverpool.ac.uk Telephone – 0151 794 4554
Laboratory	Mr Jeffrey		Year 3 & 4 Project	J.P.Carrick@liverpool.ac.uk

Technicians	Carrick		Support	Telephone – 0151 794 4554
Teaching Laboratory Technicians	Mr James Thomas	4th Floor – Technicians office		James.Thomas@liverpool.ac.uk
	Mr Elliott Walker			Elliott.Walker@liverpool.ac.uk Telephone- 0151 794 4544
Laboratory Technician MSc Support	Mr John Owens	Room 309A 3rd Floor	Supports M.Sc. students and assists with Year 2 computer Lab experiments/projects with occasional Final Year scheduled computer labs.	John.Owens@liverpool.ac.uk Telephone – 0151 794 4542

Additional support for the teaching laboratories is supplied by the Departmental workshops as necessary. Any requests for such support must be requested via the appropriate teaching laboratory technician as indicated above. You must not contact the workshops directly.

For health and safety reasons the 3rd & 4th Floor laboratories are open as per the published laboratory time tables only. The 4th floor Lab is open outside the appropriate timetabled sessions but access is restricted to Year 3, Year 4 and MSc Students only to allow them to undertake their project work.

Outside of the timetabled sessions, your primary technical support contact can be contacted via email or by telephoning the appropriate number indicated above.

2.4.2 Computer Science specific technical support

The Technical Support Staff offer support for the teaching and research activities of the department. They can offer advice and support for any matters relating to the departmental computer systems, and can be contacted directly via the Computer Science Helpdesk email CSC-HelpDesk@liverpool.ac.uk .

Members of the team are as follows:

Name	E-mail	Tel
Mr Patrick Colleran	csc-helpdesk@liverpool.ac.uk	0151 795 4287
Mr Darren Conlon		
Mr Andrew Craig		
Mr Dave Nixon		
Mr Dave Shield		

If you require a virtual meeting with a member of the technical support staff, please email CSC-HelpDesk@liverpool.ac.uk with the subject heading "Meeting Request". Give details of the issue you wish to discuss and the team will arrange a meeting with you.

2.5 Health and Safety Contacts

More information can be accessed via https://www.liverpool.ac.uk/intranet/eee-cs-health-and-safety/eee-cs-hs-contacts/

Role	Name	E-mail	Tel.	Location

School Health and Safety Officer	David Donaghy	donaghy@liverpool.ac.uk	0151 795 7624	EEE
Electrical Engineering & Electronics Departmental Safety Coordinator	Jim Humphries	jim.humphries@liverpool.ac.uk	0151 794 4596	EEE, Room 'B' Block G08b
Computer Science Departmental Safety Coordinator	Paddy Colleran	Paddy.Colleran@liverpool.ac.uk	0151 795 4261	Room H205, George Holt Building

2.5.1 Mental Health

Being at University is an exciting phase of your life. You will be meeting new people and new ideas. The whole student experience is designed to stretch you intellectually, academically and personally.

It will be challenging. Give yourself permission to feel whatever it is you feel. Being curious about things requires uncertainty, confusion and sometimes vulnerability. There will be highs but there will also be lows. We all feel sad, worried, and overwhelmed at times. Remember it's not just you who is experiencing this, every student is travelling the same path, even if some of them don't have the courage to admit it. Most people have some idea about what mental wellbeing is. However, there are big differences between advice-giving, support, counselling, psychotherapy, coaching and mentoring. At the University there are a number of people and services that can help you with all of these. Mental health and well-being - EEE&CS Health and Safety - University of Liverpool

Mental Health First Aid

For students & staff within the School of EEE & CS who feel they might have mental and physical issues please get in contact with one of the schools mental health advisors (see below) or the university occupational health service. Mental health is not a stigma, it is not a weakness and we encourage all staff/students who are experiencing mental health difficulties to get in touch with a who has been trained on mental health or through the specialised university staff or external bodies.

Mental First Aider based in Electrical Engineering and Electonics Building

Mental Health First Aider	Based	Contact
Mark Burnley	B-Block Elec. workshop	0151 794 4561
David Donaghy	B-Block, 2nd floor 203	0777 645 6059
Roberto Ferrero	A-Block, 5th floor 506	0151 794 6613
Heba Lakany	A-Block, 5th floor 518	0151 795 1253
Harm Van Zalinge	A-Block, 6th floor 612	0151 794 4501
Jiafeng Zhou	A-Block, 5th floor 511	0151 794 4537

Mental First Aiders based in Ashton Building

Mental Health First Aider	Based	Contact
Paddy Colleran	George Holt – 2nd floor 205	0151 795 4261
Andrew Craig	George Holt – 2nd floor 205	0151 795 4269

Mental Health First Aiders in the Student Experience Team

Mental Health First Aider	Based	Contact
Sophie Almond-Higgins	EEE A Block Student Office, 5th Floor, or Ashton Building, G.09, Ground Floor	0151 794 4539 or 0151 794 4539
Judith Birtall		
Fay Bruce		
Lindsay Chadwick		
Ellie Duckers		
Charlotte Dunne		
Alison Goodyear		
Joanne Hannah		
Phil Hepworth		
Rosie Irwin		
Rebekah Martin		
Jamie Murphy		
Amy Sinclair		
Eddy Sinclair		

2.5.2 First Aid

In accordance with the Health and Safety (First Aid) Regulations a risk assessment has been carried out at each workplace and appropriate first aid facilities and equipment have been provided and made available. Details are made available as to the location of first aid facilities and staff is advisedthat they should avail themselves of the facilities as required.

A list detailing qualified First Aiders is displayed at the entrance to the Building and information held by the Building Managers. First aid boxes are checked on a regular basis and inspected as part of Planned General Inspections. The contents of first aid boxes are maintained in accordance with the requirements of the first aid risk assessment.

Sufficient numbers of competent First Aiders are available through the School, in accordance with relevant legislation and the results of risk assessments.
First Aider in Electrical Engineering and Electronics Building

First Aiders	Based	Contact
Gareth Blacoe	Block A 3*rd* floor room 3/005	0151 7944547
Graham Bunting	Block B Ground floor mechanical workshop	0151 794 4535
David Donaghy	Block B ground floor, Room G08b	0777 645 6059
Fatma Elhouni	Block B 2*nd* floor, Room 203	0151 794 6613
Roberto Ferrero	Block A 5*th* floor room 506	0151 795 6613
Jane Gallagher	Block A 6*th* floor room 607	0151 795 4297
John Gillmore	Block B Ground floor electrical	0151 794 4561

	workshop	
Mohammad Hasan	Block A 5*th* floor	0151 795 8549
Steve Markey	Block B Ground floor electrical workshop	0151 794 4561
Mark Norman	Block B Ground floor electrical workshop	0151 794 4559
Joe Spencer	Block A 6*th* floor	0151 794 4524
Jane Williams	Block B 3*rd* floor room 301	0151 794 4563

First Aiders based in Ashton Building

First Aiders	Based	Contact
Paddy Colleran	George Holt – 2nd floor 205	0151 795 4261
Darren Conlon	George Holt Building, Room H225	0151 795 4287
Andrew Craig	George Holt – 2nd floor 205	0151 795 4269
Alexei Lisitsa	Ashton Building, Room 118	0151 795 4250

First Aiders in the Student Experience Team

First Aiders	Based	Contact
Sophie Almond-Higgins	EEE A Block Student Office, 5th Floor, or Ashton Building, G.09, Ground Floor	0151 794 4539
Helen Mattocks		0151 794 4539

Section 3 – Programme Information

3.1 Introduction

The Board of Studies in each Department has overall responsibility for all aspects of the provision and assessment of undergraduate and taught postgraduate programmes within the Department. The Board of Studies comprises key academic members of staff and includes student representation, the Chairs are:

- Electrical Engineering & Electronics: Prof Jeremy Smith
- Computer Science: Prof Prudence Wong

In addition, each of our degree programmes has a Programme Director who is responsible for the day to day running of the programme.

3.1.1 UG Programme Directors for Electrical Engineering & Electronics:

There are four UG Programme Directors within the Department

1. Dr Paul Bryant (Electrical Engineering & Electronics: HZ03, HZ05, HZ06, HZ07)

2. Dr Heba Lakany (Mechatronics and Robotics: HH67, HH76, HHP7, HHR6)
3. Prof Yaochun Shen (Computer Science & Electrical Engineering: HH66, GHK6, HG6L)

3.1.2 PGT Programme Directors for Electrical Engineering & Electronics:

There is three PGT Programme Director within the Department:

1. Dr Valerio Selis (MSc Telecommunications and wireless systems: EETW, EETI)
2. Dr Heba Lakany (MSc Microelectronic Systems: EEMS, EEMI)
3. Dr Lin Jiang (MSc Energy and power systems: EEEP, EEEI)

3.1.3 UG Programme Directors for Computer Science:

There are three UG Programme Directors within the Department:

1. Dr Stuart Thomason (G40A, GZ10, G401, G404,)
2. Dr Valentina Tamma (G403, G61Z)
3. Dr Vladimir Gusev (GG1A, GG16, GN34, G3N4)

3.1.4 PGT Programme Directors for Computer Science:

There is two PGT Programme Director within the Department:

1. Dr Louwe Kuijer (CSAD, TCSM, CMBD/ADAI, CSMS and CDSM)
2. Dr Konstantinos Tsakalidis (CSAI, TCSI, CMBI/ADYI , CSYI and CZSM)

Undergraduate Applicable Code of Practice framework/model and ordinance
CoPA Appendix B can be accessed via:
https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_B_2014-15_cop_assess.pdf
Ordinance
https://www.liverpool.ac.uk/media/livacuk/cgso/programmeordinances/ORDINANCE,37(A),General,Ordinance,for,Non-Clinical,Undergraduate,Degrees,from,2011-12.pdf

Postgraduate Applicable Code of Practice framework/model and ordinance
CoPA Appendix C can be accessed via:
https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_C_2015-16_cop_assess.pdf
Ordinance information can be accessed via:
https://www.liverpool.ac.uk/media/livacuk/cgso/programmeordinances/ORDINANCE,52(A),General,Ordinance,for,Modular,Masters,Degrees,PG,Diplomas,PG,Certs,and,PG,Awards,from,2014-15.pdf

3.2 Undergraduate Programmes administered by Electrical Engineering & Electronics

Below is a brief summary of the programmes offered by the Department. Detailed information about them can be accessed via Undergraduate - Department of Electrical Engineering and Electronics - University of Liverpool

Programme Structures for Academic year 2024-25:

For information regarding 2024/25 modules and the programme structures, please refer to the following separate document:

- **Student Handbook EEE CS 2024-25 APPENDIX A (EEE)**

EEE Year 1 BEng, MEng from 2022-23 onwards:
From the 2022 intake the Engineering Council that controls UK accredited Degrees, via Professional Bodies (in our case the IET), will not permit compensatable failure in years 1 and 2 of your programme.

To progress from year 1 to year 2, or from year 2 to year 3, you must therefore pass all modules (>=40%). This is the same in the School of Engineering.

It is important to note that progression from year 2 to 3 on the MEng programme also requires a 55% average at the first attempt, as per the University's Code of Practice on Assessment, Appendix J, Section 2.1.2.

If you require any further information, please contact the Student Experience Team via studyenq@liverpool.ac.uk.

Students are taught in lectures, tutorials, practicals and laboratory sessions. In each academic year full-time students study modules totalling 120 credits over two semesters. In this Department the majority of modules are 7.5 or 15 credits and the final year project modules are 30 credits where 1 credit corresponds to 10 hours of student activity on the module including private study. Thus, full-time undergraduate students are expected to spend 1,200 hours on their study per year i.e. 600 hours per semester which equates to 40 hours study per week.

The Undergraduate programmes are arranged as four groups:

Avionic Systems BEng & MEng (H430, H431, H432)

- H430 - BEng (Hons) Avionic Systems
- H432 - BEng (Hons) Avionic Systems with a Year in Industry
- H431 - MEng (Hons) Avionic Systems

Note: All Avionic Systems Programmes have two Pathways, where the Pathway must be selected at the start of year 1;

- With Pilot Studies
- Without Pilot Studies

Computer Science & Electronic Engineering BEng & MEng (HH66, HG6L, GHK6)

- HH66 - BEng (Hons) Computer Science & Electronic Engineering
- HG6L - BEng (Hons) Computer Science & Electronic Engineering with a Year in Industry
- GHK6 - MEng (Hons) Computer Science & Electronic Engineering
- GHKP - MEng (Hons) Computer Science & Electronic Engineering with a Year in Industry

Note: The HH66 Programme has an additional pathway available to XJTLU students only.

- Pathway: HH66 - BEng (Hons) Computer Science & Electronic Engineering (Digital Media

Technology)

Electrical & Electronic Engineering BEng & MEng (HZ03, HZ05, HZ06, HZ07)

- H603/HZ03 - BEng (Hons) Electrical &Electronic Engineering
- H605/HZ05 - BEng (Hons) Electrical & Electronic Engineering with a Year in Industry
- H606/HZ06 - MEng (Hons) Electrical & Electronic Engineering
- H607/HZ07 - MEng (Hons) Electrical & Electronic Engineering with a Year in Industry

Note: All Electrical & Electronic Engineering Programmes have four Pathways, where the Pathway must be confirmed at the end of year 2:

- Electrical & Electronic Engineering
- Electrical Engineering
- Electronic Engineering & Communications
- Electronic Engineering

Mechatronics & Robotic Systems BEng & MEng (HH67, HHP7, HH76, HHR6)

- HH67 - BEng (Hons) Mechatronics & Robotic Systems
- HHP7 - BEng (Hons) Mechatronics & Robotic Systems with a Year in Industry
- HH76 - MEng (Hons) Mechatronics & Robotic Systems
- HHR6 - MEng (Hons) Mechatronics & Robotic Systems with a Year in Industry

3.3 Postgraduate Taught Programmes administered by Electrical Engineering & Electronics

Below is a brief summary of the programmes offered by the Department. Detailed information about the programmes can be accessed via
Postgraduate Taught - Department of Electrical Engineering and Electronics - University of Liverpool

For information regarding 2024/25 modules and the programme structures, please refer to the following separate document:

- **Student Handbook EEE CS 2024-25 APPENDIX A (EEE)**

If you require any further information, please contact the Student Experience Team via studyenq@liverpool.ac.uk.

Students are taught in lectures, tutorials, practicals and laboratory sessions. In each academic year full-time students study modules totalling 120 credits over two semesters. In this Department the majority of modules are 7.5 or 15 credits and the final year project modules are 30 credits where 1 credit corresponds to 10 hours of student activity on the module including private study. Thus, full-time undergraduate students are expected to spend 1,200 hours on their study per year i.e. 600 hours per semester which equates to 40 hours study per week.

The Postgraduate Taught programmes are arranged as three groups:

Energy & Power Systems MSc (EEEP, EEEI)

EEEP – MSC/EPS – Energy & Power Systems
EEEI – MSC/EEPS/IND – Energy & Power Systems with Year in Industry

Microelectronics Systems MSc (EEMS, EEMI)

EEMS – MSC/MIS Microelectronics Systems
EEMI - MSC/MIS/IND Microelectronics Systems with Year in Industry

Telecommunications & Wireless Systems MSc (EETW, EETI)

EETW – MSC/TWS Telecommunications & Wireless Systems
EETI - MSC/TWS/IND Telecommunications & Wireless Systems with Year in Industry

Students are taught in lectures, tutorials, practicals and laboratory sessions. In each academicyear full-time students study modules totalling 120 credits over two semesters and then undertake a project or industrial placement. In this Department the majority of modules are

7.5 or 15 credits and the project module is 60 credits where 1 credit corresponds to 10 hoursof student activity on the module including private study. Thus full-time students are expectedto spend 1,800 hours on their study per year i.e. 600 hours per semester which equates to 40hours study per week.

3.4 Undergraduate Programmes administered by Computer Science

Below is a brief summary of the programmes offered by the Department. Detailed information about the programmes can be accessed via Undergraduate - Department Of Computer Science - University of Liverpool
For information regarding modules and the programme structures, please refer to the following separate document:

- **Student Handbook CS 2024-25 APPENDIX B (CS)**

If you require any further information, please contact the Student Experience Team via csstudy@liverpool.ac.uk.

During the normal teaching weeks total study time is expected to be about forty hours per week, i.e. ten hours per week for each 15 credit module. For example, COMP101 has three lecture hours per week plus a one hour supervised practical class and a one hour tutorial. In addition, students will need to spend time finishing practical exercises, studying their lecture notes, background reading and working on the practical assignments set as part of the assessment of the module. A significant amount of time, therefore, needs to be spent on private study.

UG students who are registered for Year in Industry programmes must pass their second year of study at first attempt in order to proceed to the placement year. Students who fail to do so will be transferred to the corresponding programme without a year in industry.

Computer Science BSc & MEng (G40A(G400), G401, G403, G404)

- G40A(G400) BSc
  This programme is directed at students with 'AS' level (or equivalent) in Mathematics and

includes a significant amount of material relating to the theory of Computer Science.

- G403 BSc with a Year in Industry
  This programme address both the requirement to provide a core technical skill base and to equip students with an appreciation of how such skills will be used in practical commercial settings. They all follow the same structure as their equivalent programme without the year in industry but include a one-year placement with a commercial organisation in the third year.

- G401, MEng
  This programme is designed for students who wish to include an element of research/near-research work in their undergraduate study. The programme comprises four years of study, with the first three years following the same programme as G40A/G400 students. The fourth year comprises four research-oriented taught modules, an individual project and a group project.

- G404 MEng with a Year in Industry
  This programmes address both the requirement to provide a core technical skill base and to equip students with an appreciation of how such skills will be used in practical commercial settings. They all follow the same structure as their equivalent programme without the year in industry but include a one-year placement with a commercial organisation in the third year.

Students can choose to maintain a mixture of modules throughout their degree or follow a specialism pathway in

- Artificial Intelligence
  This is an exciting and revolutionary field of Computer Science, with cutting-edge applications in areas as diverse intelligent robotics and autonomous vehicles, healthcare, law, climate change and computer games.

- Algorithms and Optimisation
  Algorithms are at the heart of every computer system. This specialism will introduce students to the fascinating world of design, analysis and the optimisation of algorithms, covering a wide range of relevant areas from finance to information security, and from biological systems to social networks.

- Data Science
  This prepares students to fill the looming employment gap in the field of big data analytics, especially in the context of the skills required with respect to the application of High Performance Computing capabilities to address large scale data intensive problems that occur in many fields.

Computer Science with Software Development BSc (GZ10, G61Z)

- GZ10 BSc
  Software developers bring system designs to life. This specialism prepares students to build commercial-ready systems in prominent domains such as networks, the Web, mobile apps

and computer games.

- G61Z BSc with a Year in Industry
  This programme address both the requirement to provide a core technical skill base and to equip students with an appreciation of how such skills will be used in practical commercial settings. They all follow the same structure as their equivalent programme without the year in industry but include a one-year placement with a commercial organisation in the third year.

Financial Computing BSc (GN34, G3N4)

- GN34 BSc
  Financial Computing is the provision of financial services and markets using electronic communication and computation. This programme is designed to address the demand for graduates who have both the necessary computer skills and the knowledge of financial products to build finance applications. This programme is based in the Department of Computer Science and is taught in conjunction with the Management School.

- G3N4 BSc with a Year in Industry
  This programme address both the requirement to provide a core technical skill base and to equip students with an appreciation of how such skills will be used in practical commercial settings. They all follow the same structure as their equivalent programme without the year in industry but include a one-year placement with a commercial organisation in the third year.

Mathematics and Computer Science BSc (GG1A(GG14), GG16)

- GG1A (GG14) BSc
  This programme combines the theory and practice of mathematics and computer science. The programme provides theoretical knowledge in mathematics that is fundamental to the computer science discipline and introduces concrete applications in computer science. Students will develop initiative by tackling problems in a rational analytic manner and forming balanced judgements.
- GG16 BSc Science with a Year in Industry
  This programme address both the requirement to provide a core technical skill base and to equip students with an appreciation of how such skills will be used in practical commercial settings. They all follow the same structure as their equivalent programme without the year in industry but include a one-year placement with a commercial organisation in the third year.

3.5 Postgraduate Taught Programmes administered by Computer Science

Below is a brief summary of the programmes offered by the Department. Detailed information about the programmes can be accessed via
Postgraduate Taught - Department Of Computer Science - University of Liverpool
For information regarding modules and the programme structures, please refer to the following separate document:

- **Student Handbook CS 2024-25 APPENDIX B (CS)**

If you require any further information, please contact the Student Experience Team via csstudy@liverpool.ac.uk.

The broad aim of the Department in its postgraduate teaching is to focus on depth of study, and critical awareness and evaluation, in selected areas of current research and advanced scholarship within the academic discipline of Computer Science; at the same time it ensures a more general all round ability. In addressing these aims, the postgraduate MSc programmes in Computer Science include a significant amount of material on the theory, design and implementation of computer systems while at the same time focusing on particular specialist areas of research.

The Department's full time MSc programmes will normally only be delivered over one year of study commencing in September.

The MSc year is divided into three stages: semesters 1 and 2 and the summer project. The programmes each comprise a total of 120 credits of taught material, and 60 credits of project work. During a normal teaching week the total study time will be about forty hours, i.e. ten hours per week for each 15 credit module. The 120 credits (typically 8 modules) of taught material are provided over the first two semesters in the form of lectures, tutorials and/or practicals. A typical module (although there are many exceptions) has three lecture hours per week plus a one hour supervised practical class and six hours of private study. The remaining 60 credits consist of an individual project undertaken, with supervision, over the summer months of the MSc year. Please note, therefore, that you are expected to attend full time from the beginning of the programme until the end of September. It is essential that you ensure you have made suitable arrangements for your accommodation to cover the full year.

At least 90 of the 120 taught credits available in the first two semesters must be level '7' modules (i.e. meeting the national standards for a postgraduate taught programme). The remaining 30 may include selected level 6 modules (i.e. meeting the national standards for the final year of an undergraduate programme); with the proviso that a graduate of the University of Liverpool cannot elect to take a level 6 module if they have already passed that module as part of their undergraduate study.

The Department currently offers the following full-time on-campus MSc programmes:

Advanced Computer Science MSc (CSAD, CSAI)

- CSAD MSc
  The MSc in Advanced Computer Science is intended for graduates who already have a first degree in Computer Science or a closely related subject, and who wish to extend the knowledge gained in their undergraduate study with more advanced specialised material reflecting current research at the "cutting edge" of the discipline. The programme comprises a sequence of modules focusing on the research strengths of the Department and is directed at careers in the IT industry that require a degree of research and development. It is also intended as a stepping stone for students who wish to continue their study to a higher level and undertake a PhD.

- CSAI MSc with a Year in Industry

This programme is divided into two equally weighted years (years 1 and 2). The first year runs concurrently with the normal first and second undergraduate semesters, and comprises taught modules to a total of 60 credits per semester (120 credits in total). The placement takes place in the second year typically running concurrently with the normal first and second undergraduate semesters. This counts for a further 120 credits, making a total of 240 credits over the two year period. These programmes address both the requirement to provide a core technical skill base and to equip students with an appreciation of how such skills will be used in practical commercial settings. They all follow the same structure as their equivalent programme without the year in industry but include a one-year placement with a commercial organisation in the second year.

Big Data and High Performance Computing MSc (CMBD, CMBI)

- CMBD MSc
  The MSc in Big Data and High Performance Computing aims to provide students with an in depth understanding of big data analytics and processing using High Performance Computing technology. More specifically the programme is designed to allow students to gain a specialist qualification in an area of computing that has seen recent growth and in which there is expected to be a significant skills shortage.

- CMBI MSc with a Year in Industry
  This programme is divided into two equally weighted years (years 1 and 2). The first year runs concurrently with the normal first and second undergraduate semesters, and comprises taught modules to a total of 60 credits per semester (120 credits in total). The placement takes place in the second year typically running concurrently with the normal first and second undergraduate semesters. This counts for a further 120 credits, making a total of 240 credits over the two year period. These programmes address both the requirement to provide a core technical skill base and to equip students with an appreciation of how such skills will be used in practical commercial settings. They all follow the same structure as their equivalent programme without the year in industry but include a one-year placement with a commercial organisation in the second year.

Advanced Data Science and AI MSc *ADAI, ADYI)

- ADAI MSc
  The MSc in Big Data and High Performance Computing aims to provide students with an in depth understanding of big data analytics and processing using High Performance Computing technology. More specifically the programme is designed to allow students to gain a specialist qualification in an area of computing that has seen recent growth and in which there is expected to be a significant skills shortage.

- ADYI MSC with a Year in Industry
  This programme is divided into two equally weighted years (years 1 and 2). The first year runs concurrently with the normal first and second undergraduate semesters, and comprises taught modules to a total of 60 credits per semester (120 credits in total). The placement takes place in the second year typically running concurrently with the normal first and second undergraduate semesters. This counts for a further 120 credits, making a total of 240 credits over the two year period. These programmes address both the requirement to provide a core technical skill base and to equip students with an appreciation of how such

skills will be used in practical commercial settings. They all follow the same structure as their equivalent programme without the year in industry but include a one-year placement with a commercial organisation in the second year.

Computer Science MSc (CSMS)

- CSMS MSc
  The MSc in Computer Science is intended for graduates who do not hold an undergraduate degree in Computer Science but who wish to augment their existing knowledge with a good foundation in Computer Science as well as knowledge of research issues at the "cutting edge" of the discipline. The programme comprises a sequence of modules designed to both bring students "up to speed" and give a good understanding of a number of significant research areas. It is directed at careers in the IT industry that require some degree of research and development as well as more mainstream IT careers.

- CSYI MSC with a Year in Industry
  This programme is divided into two equally weighted years (years 1 and 2). The first year runs concurrently with the normal first and second undergraduate semesters, and comprises taught modules to a total of 60 credits per semester (120 credits in total). The placement takes place in the second year typically running concurrently with the normal first and second undergraduate semesters. This counts for a further 120 credits, making a total of 240 credits over the two year period. These programmes address both the requirement to provide a core technical skill base and to equip students with an appreciation of how such skills will be used in practical commercial settings. They all follow the same structure as their equivalent programme without the year in industry but include a one-year placement with a commercial organisation in the second year.

Data Science and Artificial Intelligence MSc (CDSM, CZSM)

- CDSM MSc
  The MSc Data Science and Artificial Intelligence is a conversion master's, designed for students who have a first degree in a subject other than Computer Science (or a subject closely related to Computer Science), who wish to develop their knowledge and skills to start a career in the Data Science and Artificial Intelligence Industry. The course has been developed in close collaboration with a number of commercial partners including IBM to meet the skills gaps in this growing employment area.

- CZSM MSc with a Year in Industry
  This programme is divided into two equally weighted years (years 1 and 2). The first year runs concurrently with the normal first and second undergraduate semesters, and comprises taught modules to a total of 60 credits per semester (120 credits in total). The placement takes place in the second year typically running concurrently with the normal first and second undergraduate semesters. This counts for a further 120 credits, making a total of 240 credits over the two year period. These programmes address both the requirement to provide a core technical skill base and to equip students with an appreciation of how such skills will be used in practical commercial settings. They all follow the same structure as their equivalent programme without the year in industry but include a one-year placement with a commercial organisation in the second year.

Theoretical Computer Science MSc (TCSM, TCSI)

- TCSM MSc
  The MSc Advanced Computer Science with Internet Economics is intended for graduates who already have a first degree in Computer Science, in Economics, or a closely related subject, and who wish to extend their knowledge with more advanced specialised material reflecting current research at the "cutting-edge" of the discipline of Algorithmic Game Theory, which lies at the intersection of economics and computer science.

- TCSI MSc with a Year in Industry
  This programme is divided into two equally weighted years (years 1 and 2). The first year runs concurrently with the normal first and second undergraduate semesters, and comprises taught modules to a total of 60 credits per semester (120 credits in total). The placement takes place in the second year typically running concurrently with the normal first and second undergraduate semesters. This counts for a further 120 credits, making a total of 240 credits over the two year period. These programmes address both the requirement to provide a core technical skill base and to equip students with an appreciation of how such skills will be used in practical commercial settings. They all follow the same structure as their equivalent programme without the year in industry but include a one-year placement with a commercial organisation in the second year.

Postgraduate Taught Part-time options

The Department of Computer Science currently also offers the following programmes as part-time on-campus MSc programmes:

1. MSc Computer Science (CSMS)
2. MSc Advanced Computer Science (CSAD)
3. MSc Theoretical Computer Science (TCSM)

3.6 Change of Programme of Study

For UG students, it is possible that, having started out on a particular programme, you decide that you would prefer to follow one of the alternative degree programmes provided within the Department. Depending on the programme into which you wish to transfer, such changes can normally be accommodated as late as the end of your second year of study for UG students. However, you should note that it will **not** normally be possible to change your programme of study once you have started the final (Honours) year. It is also not normally possible to transfer between programmes if you are taking joint honours since these programmes involve modules from other departments and are structured differently.

For PGT students, it is possible for you to change programme, we strongly advise you to do so in the first two weeks of the first semester, unless you are wanting to change to a Year in Industry Programme. Please speak to a member of the SET for further information.

If you are concerned that your current programme does not suit you, then you should first discuss this with your Academic Advisor or the appropriate Director of Studies. Please note the conditions below affecting change of programme.

If you decide to proceed, you should obtain and complete a Programme Transfer Form (available from the SET). This form must be signed by the appropriate Programme Director in order for the

change of programme to be implemented. All international students will also need the form signing by the International Advice and Guidance Team.
Please ensure you include your full name and student ID when requesting a Programme Transfer form.

Please note that the changes below relate to students on single honours degree UG programmes only.

3.6.1 Computer Science Conditions affecting Change of Programme

Change of Programme to	Time	Conditions
G40A(G400)	During Year 1 or start of Year 2	Students must have the appropriate mathematical pre-requisite (AS Level Mathematics at grade B or equivalent). However, students lacking the necessary mathematical background may be given approval if they perform very well during their first year of study, particularly on the modules COMP108 Algorithmic Foundations and COMP109 Foundations of Computer Science.
G401	Start of year 3	This is normally considered for G40A/G400 and G403, students at the end of the second year of study.
Programmes offering a year in industry	No later than start of Year 2	This would be dependent on Year 1 examination performance.

UG students who are registered for Year in Industry programmes must pass their second year of study at first attempt in order to proceed to the placement year. Students who fail to do so will be transferred to the corresponding programme without a year in industry.

3.7 Professional Accreditation

3.7.1 Institute of Engineering and Technology (IET) for Electrical Engineering & Electronics programmes

The IET inspire, inform and influence the global engineering community to engineer a better world. As a diverse home across engineering and technology, they share knowledge that helps make better

The following EEE programmes are accredited by the IET on behalf of the Engineering Council for the purposes of fully meeting the academic requirement for registration as an Incorporated Engineer and partially meeting the academic requirement for registration as a Chartered Engineer:

- BENG/AS Avionic Systems (H430)
- BENG/ASI Avionic Systems with a Year in Industry (H432)
- BENG/CSEE Computer Science & Electronic Engineering (HH66)
- BENG/CSEEI Computer Science & Electronic Engineering w a Yr in Industry (HG6L)
- BENG/EEEN Electrical & Electronic Engineering (HZ03)

- BENG/EEENI Electrical & Electronic Engineering w Yr in Ind. (HZ05)
- BENG/MRSY Mechatronics & Robotic Systems (HH67)
- BENG/MRSYI Mechatronics & Robotic Systems w Yr in Industry (HHP7)

The following EEE programmes are accredited by the Institution of Engineering and Technology on behalf of the Engineering Council for the purposes of fully meeting the academic requirement for registration as a Chartered Engineer:

- MENG/AVS Avionic Systems (H431)
- MENG_AVS Avionic Systems (4 Years)
- MENG/CEE Computer Science & Electronic Engineering (GHK6)
- MENG/EEEN Electrical & Electronic Engineering (HZ06)
- MENG/EEENI Electrical Engineering & Electronics w Yr in Ind (HZ07)
- MENG/MRSY Mechatronics & Robotic Systems (HH76)
- MENG/MRSYI Mechatronics & Robotic Systems w Yr in Industry (HHR6)

3.7.2 British Computer Society (BCS) for Computer Science programmes

The single honours degree programmes, G40A, G403, GZ10 and G61Z are all accredited by the British Computer Society (BCS). These programmes fully meet the academic requirement for registration for CITP (Chartered IT Professional) and partially meet the academic requirement for CEng (Chartered Engineer) registration.

The MEng degree programme, G401 and G404, fully meets the academic requirement for registration for CITP (Chartered IT Professional) and CITP Further Learning and fully meets the academic requirement for registration as CEng (Chartered Engineer).

The BCS last visited the Department in October 2019 and the programmes are accredited until 2024. Further information about BCS accreditation can be found on the BCS website http://www.bcs.org.uk/. Further details on BCS membership are available from the Student Experience Team.

The British Computer Society (BCS) has accredited the MSc Computer Science (CSMS), MSc Advanced Computer Science (CSAD) and MSc Theoretical Computer Science (TCSM) programmes as fully meeting the educational requirement for Chartered IT Professional (CITP) Further Learning.

Full exemption means that students who successfully complete the programme qualify for full exemption from BCS Professional Examinations. Advanced Computer Science graduates can therefore attain Professional BCS Membership after a shortened period of relevant experience and training. For further information see http://www.bcs.org/.

3.8 Timetabling Information

As can be seen in the programme structures, several degree programmes consist of modules, which are offered by other Departments. To ensure that the module content and options available are appropriate for students, the Board of Studies membership consists of academic representatives from other relevant Departments. Equally, each Department has academic representatives, which attend Board of Studies meetings for other relevant Departments.

The School based Timetabling Team, in conjunction with the University's Central Timetabling Team

do their upmost to try and avoid any timetabling clashes. Unfortunately in some rare cases this cannot be prevented. If a student notices a timetabling clash they should please immediately contact the Student Experience Team (please see Section 2.2) to consider all available options.

Section 4 – Study

4.1.1 EEE – The UG aims of the Department in its teaching

4.1 Departmental Learning, Teaching and Assessment Strategy

The Learning and Teaching Strategy for the Department is geared to support its Aims and Mission Statement. It seeks to provide a structure and environment that is consistent with the provision of high-quality engineering degree programmes and for the development of knowledge, understanding and skills that professional engineers are expected to attain. The content of the different undergraduate engineering degree programmes is, to a large extent, prescribed by the appropriate professional Institutions i.e. the IET. The Institutions also expect engineering graduates to have a wide range of knowledge, understanding, skills and awareness:

Graduates should know:

- the engineering, physical and other sciences that underpin a range of engineering disciplines
- the specialist subjects within the discipline of the particular degree
- a wide range of tools, techniques and equipment Graduates should understand:
- the engineering science principles relevant to the degree discipline
- mathematics as a means of communicating results, concepts and ideas
- the engineering methodology of applying engineering principles to create products, systems and services
- the constraints inherent in applying technology to create products, systems and services

Graduates should be able to:

- create and innovate
- use mathematics to solve complex problems
- use laboratory and workshop to generate useful data
- evaluate and derive information from data to produce useful results
- communicate effectively
- use IT effectively Graduates should be aware of:
- management techniques and systems
- their responsibility for quality and safety
- financial, economic and social factors affecting engineering

The first two years of the undergraduate programmes are intended to give a broad foundation in the basic principles of engineering. In the final year of the BEng programmes, the studies should include an in-depth treatment of a selection of subjects that is coherent and appropriate to the

particular degree. Studies in the final year of the MEng degree should be at a higher level than the specialist subjects in a BEng degree. The MEng degree should also ensure that students achieve a greater breadth of education than students on a BEng degree.

The Undergraduate programmes are designed to meet the QAA Qualification Standards andEngineering Benchmark Statements:
Subject Benchmark Statements (qaa.ac.uk)

4.1.2 EEE – The PGT aims of the Department in its teaching

The MSc (Eng) programmes are postgraduate degrees that are intended to provide specialist knowledge in different specific subject areas. The degrees can provide additional expertise to new engineering undergraduates, retraining and updating opportunities for industrial engineers and the means for graduates from other technical and scientific disciplines to acquire engineering expertise.

The MSc programmes are normally full time and delivered over one year of study commencing in September, except for the two year "Year In Industry" (YII) programmes.

The MSc year is divided into three stages: semesters 1 and 2 and a project. The programmes each comprise a total of 120 credits of taught material, and 60 credits of project work. During a normal teaching week the total study time will be about forty hours, i.e. ten hours per week for each 15 credit module. The 120 credits of taught material are provided over the first two semesters in the form of lectures, tutorials and/or practicals. A typical one semester 15 credit module (although there are many exceptions) has three lecture hours per week plus a one hour supervised practical class and six hours of private study. The remaining 60 credits consist of an individual project undertaken, with supervision, over the summer months of the MSc year, except for the YII programmes where the project takes place in the second academic year and an additional 60 credits is obtained by the Placement Experience module. Please note, therefore, that for none YII MScs you are expected to attend full time from the beginning of the programme until the end of September. It is essential that you ensure you have made suitable arrangements for your accommodation to cover the full year.

At least 90 of the 120 taught credits available in the first two semesters must be Level 7 modules (i.e. meeting the national standards for a postgraduate taught programme). The remaining 30 may include selected level 6 modules (i.e. meeting the national standards for the final year of an undergraduate programme), taken from the Department's third year module list; with the proviso that a graduate of the University of Liverpool cannot elect to take a level 6 module if they have already passed that module as part of their undergraduate study.

4.1.3 CS – The UG aims of the Department in its teaching

The Learning and Teaching Strategy for the Department is geared to provide graduates with

- an understanding of the basic principles of Computer Science, the current state of knowledge of the subject, and its application to the processing of information in all aspects of life and work;
- transferable skills to assist you to take up employment and to equip you throughout your subsequent working life;
- a stimulating, supportive and well-equipped environment which will help you to maximise the benefits and achievements which you can gain from your studies.

In addressing these aims, the Department's programmes all include a significant amount of material

on the theory, design and implementation of computer systems while at the same time focusing on their individual specialist areas. By the end of your selected programme, it is expected that you will:

- be able to demonstrate good practice and effective skills in the analysis of problems, and in the design and implementation of software;
- have a broad understanding of the subject of Computer Science, including state-of-the-art knowledge in selected areas (depending on the nature of the selected programme);
- have experience and skills in the oral and written presentation of results and reports;
- have an appreciation of the professional, ethical and moral issues relating to your subject;
- be able to undertake individual programmes of study involving the acquisition, assessment and application of knowledge.

With regard to its programmes, the Department considers it important to maintain a proper balance between academic and vocational aspects. In this respect our aims are:

- to give you a wide ranging academic view of the basic foundations of the subject. This will provide a firm foundation from which to judge future new developments that you may meet in a career in the subject;
- to provide skills in the use of many of the current computer systems and languages that will be immediately useful when you leave the University.

We believe that all our degree programmes will provide you with skills that can be used immediately in industry and commerce, as well as providing the broader view which is needed to deal with issues arising from advances in technology, in management and in high level research.

Full details of the departmental strategy may be accessed via:
https://intranet.csc.liv.ac.uk/department/ltas/LTAS.html.

Details of the assessment method for each module can be found in the appendix relating to your programme.

4.1.4 CS – The PGT aims of the Department in its teaching

- to provide a range of degree programmes which reflect the diversity of Computer Science and its applications in such a manner as to be able to recruit and retain appropriately qualified students able to benefit from the opportunities available at the University and to maximise flexibility of student choice between programmes;
- to develop and deliver curricula for degree programmes at both undergraduate and postgraduate levels which are informed by the research and scholarship of the staff as well as input by students, employers and professional bodies, and reflect current and potential future developments in the subject;
- to facilitate student achievement of the intended learning outcomes of their chosen programme of study as delineated in the programme specification by providing administrative, learning, pastoral, teaching and technical support and facilities for the effective delivery of the curriculum;
- to prepare students for further study in a related field and for careers where the skills and techniques acquired through computing based degree are important.

Full details of the Departmental Learning, Teaching and Assessment Strategy may be accessed via ULCS - Learning & Teaching Strategy (liv.ac.uk)

4.2 Teaching and Learning

Each year of study (two semesters) of all BEng, BSc and MEng degree programmes is made up of modules totalling 120 credits. A typical module is worth 15 credits which requires a notional student learning time of 150 hours (made up of staff contact (lectures, laboratories, etc.), private study and assessment).

Modules will use an appropriate mix of teaching methods as indicated below. For a `taught' module the total notional hours of teaching and learning, as indicated by the credit value of the module, will typically consist of 20-25% lectures, 10% scheduled practicals or tutorials, and 65-70% private study and assessment.

All of the programme structures are available in the Appendix of this handbook, but students should also refer to them on the Departmental webpages

- EEE: https://www.liverpool.ac.uk/electrical-engineering-and-electronics/
- CS: https://www.liverpool.ac.uk/computer-science/

for full details of the Aims, Learning Outcomes, Learning and Teaching Strategies, Assessment Strategies and Assessment Information. They should also refer to the Module Specifications, which can be accessed via Timetable app or the Departmental intranet site, which you can access via http:/www.liv.ac.uk/eee for full details of the module Aims, Learning Outcomes, Learning and Teaching Strategies, Module Content, Assessment Requirements, Recommended Reading, etc.

Teaching methods differ and are appropriate to the particular subject and its learning outcomes. The Departments are open to the consideration of different methods of teaching (e.g. Problem Based Learning and Interactive Teaching).

- **Lectures**
  Lectures are the main formal setting for teaching at undergraduate and postgraduate level within the School.
  The majority of modules are taught using 50-minute lectures which typically involve the whole cohort of a module. Lectures are intended to disseminate knowledge, concepts, ideas, background information, methods and skills and can also include elements of demonstration of processes, methods, and tools. They aim to promote reflection on your part and to stimulate wider learning beyond their specific content, and can also be developed further by private study, practicals, tutorials, and projects.

  It is essential that you keep up with the material given in lectures and do not allow a backlog of work to build up. You should make sure that you have a complete and fully understandable set of lecture notes by making clear notes during all the lectures. If notes are distributed in printed or electronic form, you will need to go over them and rewrite parts in your own words in order to fully understand them.

  Obviously you must understand your notes, and the process of sorting them out should clarify the information and ideas they are intended to convey; those for some of the lectures will need rather a lot of work while others will need very little. The notes may need to be expanded to a greater or lesser degree, using material from the module textbook and other sources (e.g. the library).

  There will be two important consequences of this approach. Firstly, when the time comes round

to revise, the notes will already be sorted out and it will not be necessary to spend valuable time doing this. Secondly, this is a task with a defined end point, in that you will know when you have finished dealing with a topic and can then go on to do other things.

If you have difficulty understanding any aspect of work and the textbooks do not help, you should not hesitate to ask either the module co-ordinator or a demonstrator for help. You should not be afraid to ask questions during or after lectures, tutorials, practicals or at other times. Many students experience difficulty with their work at some stage, so you need not be afraid that you will be alone in needing extra help to understand parts of the programme.

It is **very important** not to fall behind in any module, as the time available for catching up is very short.

- **Practicals/Labs**
  Practical and/or lab-based elements are central to ensuring that you acquire the key skills fundamental to your chosen programme of study. All practicals are linked to specific modules and are intended to enable you to acquire the practical abilities and skills that the module aims to imbue.

  The topic of each practical is determined by the module co-ordinator responsible. All scheduled practicals take place during timetabled sessions indicated in your individual timetable or by alternative arrangements as advised by the module co-ordinator. These are typically held in one of the specialised labs provided by the Department and will last 50 or 100 minutes.

  Scheduled practicals are supervised by demonstrators or by the module co-ordinator. Just as in lectures, you should not hesitate to ask questions or ask for help during a practical.

- **Tutorials and On-line Discussion Groups**
  Tutorials, usually delivered in smaller groups than lectures, provide an opportunity for you to get more individual help and attention from academic staff or appropriately trained postgraduate demonstrators. All tutorials are centred around exercises that relate to material taught in lectures or to a continuous assessment task of a specific module, and the topic of each tutorial is determined by the module co-ordinator responsible for the tutorial. Tutorials take place during timetabled sessions indicated in the individual timetables of students or by alternative arrangements as advised by the module co-ordinator. Each tutorial typically lasts 50 minutes.

  If the exercises for a tutorial are made available in advance, then you will either be instructed to familiarise yourself with the exercises and, in some cases, attempt to solve them before the tutorial. You should use part of your private study time to do this, as only by doing so will you take full advantage of the tutorials.

  On-line discussion groups are a variation of tutorials where interchanges between students and staff or demonstrators take place on-line in a Virtual Learning Environment. Like tutorials they can be centred around specific exercises or may provide another means by which students can have open-ended discussions related to the content of a specific module.

  In EEE many of the engineering modules in each of the first two years of the undergraduate

programmes have associated laboratory exercises that students undertake in smaller groups. Problem classes are also embedded in the structure of the module. The purpose of the laboratory exercises and problem classes is to reinforce the material taught in the lectures. Students are also expected to make oral presentations, as individuals and groups, related to laboratory exercises, design and projects.

Laboratory Exercises are led by a Demonstrator (Academic and/or Teaching Assistant). Students are given handouts that contain the necessary background to the exercise, and describe the apparatus and procedure. The handouts also ask a series of questions to stimulate the learning process and to guide the student when writing a report. Most programmes include design in all years of study. Students are introduced to Computer Aided Engineering (CAE) software in year 1; they use it and related software to tackle increasingly complex design problems, taking these problems through the design process from conceptual through embodiment to detailed design. Students also progress from working individually to working in small groups that require considerable communication and organisational skill to function effectively.

- **UG Group and Individual Projects**
  At various stages throughout the programme you will undertake group and/or individual projects. Group projects are intended to emphasise student-directed learning as well as to enhance your ability to work collaboratively. The individual project or projects that you undertake are key elements in which student-directed initiative plays a part and provides a valuable opportunity for you to enhance presentation skills.

- **PGT Project**
  Over the summer all PGT students (apart from Year in Industry students) will undertake a 60 credit project. The main aim of the project is for you to develop and demonstrate autonomy in the management and development of a realistic project in computer science, either research or application oriented. Although new technical skills may be acquired, this is not the main aim. At the end of the project you should have demonstrated the ability to initiate, plan, manage and deliver a complete IT project for a customer or research supervisor. The delivery of the project will include giving interim presentations describing important stages of the project, and a final dissertation describing the project as a whole.
  Students on the Department of Computer Science programme, MSc Big Data and High Performance Computing, will take an additional 15 credit project during the second semester.

- **Placements (Year in Industry)**
  Programmes may include placement elements where you undertake work at or with an organisation outside the University. Placements aim to provide the opportunity for you to experience the 'world of work', to develop a range of employability skills and to allow you to reflect upon your placement learning in the context of your possible future career. There is also an opportunity for placements abroad.

- **What is an MEng?**
  MEng programmes provide the best preparation for either graduate level employment in either the computer or the electronics industry, or a research degree in one of the many strong research groups in the School. It is also a quicker route to Chartered Engineer status.

- **Private Study**
  Private study includes
  - the preparation for a formal teaching session (lecture, practical, tutorial, project meeting;
  - reflection and consideration of the content of the formal teaching session and related teaching material;
  - wider background reading and learning;
  - the practice of particular skills, methods, and processes (using the Department's laboratory equipment outside scheduled practicals or equipment equivalent to that provided);
  - completion of assessment tasks and revision for examinations.

  The Computer Science Student Common Room on the second floor of the George Holt Building (room H212) is available for private study. The Department also has two meeting rooms in the Ashton Building (rooms 101 and 208) which are available for project related activity including group project meetings as well as group study.

  The area outside the Student Experience Team office on the fifth floor of the Electrical Engineering building is referred to as the Reading Room and this is available for private/group study.

4.3 Commitment to Studies

The elements of learning and teaching within the Department have been detailed above, but however good the teaching, a major effort is required from you in order for you to be successful on your degree programme.

You yourself are responsible for keeping abreast of your programme of study. If you have any problems understanding sections of work, either in connection with lectures or with practical work, then you should seek help immediately from the module co-ordinator or your Academic Advisor. If you do not seek such help we will naturally assume, in the absence of evidence to the contrary, that you are not having any problems. When you do seek help we will do our best, with your co-operation, to help.

4.4 Monitoring Students' Commitment to Study

You are expected to attend/engage with all module activities regularly.In previous years, attendance below a particular threshold would have been regarded as unsatisfactory (except where there were extenuating circumstances). Attendance at practical classes was even more important and a full attendance record at them was expected. **EVERY piece of assessed work must be submitted**.

The expectation is that students will not take holidays during either the taught semesters or the summer project period for PGT students, missing several weeks out of the project period may be detrimental to study and will not be considered an acceptable extenuating circumstance warranting an extension on the deadline date.

4.4.1 Reference Letter Support Tool

The Department of Electrical Engineering & Electronics is pleased to support your applications for further study and to assist with this, a system is in place to help with the production and management of reference letters. All students who wish to request a reference letter from a member of staff **MUST** use the online reference letter tool to make this request: https://sam.csc.liv.ac.uk/ELEC/ReferencesHelp.pl. Please observe the rules below:

- Requests will not be accepted by email; do not email any member of staff for a reference letter.
- A reference request can have 1, 2 or 3 referees, as required by the institution.
- Your first referee will your AA by default.
- Your second referee will be your FYP (or project) supervisor by default.
- If a third referee is needed, or if your AA is your project supervisor, you may approach ONE additional member of staff; this request is to be authorised by your AA. The same person should be approached for any subsequent third reference. A staff member will offer no more than 10 reference letters

Advice can be sought from Academic Advisors on which institutes are the most appropriate to target for individuals' postgraduate applications.

The Department of Computer Science is pleased to support students' applications for further study and to assist with this, a system is in place to help with the production and management of reference letters. All year 2 and 3 students who wish to request a reference letter from a member of staff **MUST** use the online reference letter tool to make this request requests will not be accepted by email (https://sam.csc.liv.ac.uk/COMP/Ref_Requests.pl).

The Computer Science Reference Letter Principles can be viewed via:
https://intranet.csc.liv.ac.uk/student/ReferenceLetterPolicy.pdf

Advice can be sought from Academic Advisors on which institutes are the most appropriate to target for individuals' postgraduate applications. Once reference letters have been provided to students, they will be asked to report to the Department which applications have been successful and any offers taken up by students. This will assist with the provision of advice to students in future years. Instructions on how to request a reference letter are provided within the tool.

4.5 Absence from Studies and Claims for Extenuating Circumstances

Attendance and engagement with your programme of study is crucial to the successful completion of coursework and examinations, your progression from one year to the next, and ultimately, your achievement of your degree and its classification. Students who do not attend timetabled teaching and engage fully in their studies are likely to struggle academically.

Attendance and engagement is also very important for your personal wellbeing, as attending teaching and staying engaged with your course, your peers and your tutors ensures you have a healthy support network.

The University expects students to attend all scheduled learning sessions associated with each module or programme which they have elected to pursue and to engage with the relevant learning and support resources made available to them.

Attendance means being present at scheduled learning, teaching and other activities required by the module and/or programme. This may include:

Physical attendance at face-to-face scheduled teaching and/or other learning events as required by the module and/or programme (e.g. lectures, seminars, laboratory sessions, tutorials, field trips and examinations);
Virtual attendance at scheduled synchronous online teaching and/or other learning events as required by the module and/or programme (e.g. synchronous participation in an online seminar or tutorial).

Engagement encompasses engaging with and participating in guided independent or group study activities, assessment and feedback, and any other activities required by the module and/or programme. This may include:

Submitting formative and/or summative assessment; Accessing and/or interacting asynchronously with online learning materials (e.g. lecture recordings, learning materials) and/or completing tasks in virtual learning environments; Attending (physically and/or virtually) meetings with Academic Advisors.

We monitor attendance through the Student Attendance System. The member of staff leading a teaching session will issue an attendance code through the timetabling system which you must use in the University of Liverpool attendance app or on a desktop computer during the session to demonstrate you are in attendance.

If you are not attending as we expect, we will contact you at your University email address to ask if we can offer you any support and to discuss how to help you to improve your attendance. If your Academic Advisor or Student Support Office contact you to ask you to discuss your attendance, it is very important that you respond. Ultimately, failure to attend teaching as expected can impact your ability to progress to your next year of teaching. If your attendance continues to be a concern your School will contact you to discuss this further.

In serious cases of a lack of attendance and engagement you may be referred to a Departmental/School Progress Panel acting on behalf of the Board of Examiners who can recommend that your studies are terminated.

International Students

International students (from outside the UK and Ireland) who, hold a Student Route visa to study in the UK should be aware that the University is registered as a UK Visa and Immigration (UKVI) Student Sponsor. The University has statutory responsibilities to monitor and report to the UKVI any international student who is not meeting the attendance requirements of their programme. A Student Guide for UK Visa Holders with important information about what you need to do during your studies to protect your immigration status can be found at https://www.liverpool.ac.uk/studentsupport/international/

Non-attendance or poor attendance is likely to lead to a decision of termination of studies by a Board of Examiners. The consequence of this for a Student Route visa holder is that the University would cease its immigration sponsorship of the student and this would result in the cancellation of

the Student Route visa, meaning that they could no longer study at the University. Students should be aware that fee liability continues to accrue, even if they are not attending. If students wish to stop attending for reasons of ill health or other personal reasons, they should make arrangements to change their study plan and registration status, guidance can be found online here https://www.liverpool.ac.uk/student-administration/managing-my-studies/ .If you are a sponsored student, your sponsor will contact the University regularly for return of attendance and progress data.

Falsifying attendance

As we have described above, the University monitors attendance in order to support students' academic success and wellbeing. There is nothing to gain in attempting to falsify attendance registration. Students must only register their attendance when they are in attendance in a teaching session on campus or online. Any attempt by students to falsify their attendance registration will be deemed misconduct in line with the University's Policy on Student Conduct and Discipline.

Students must only record their own attendance at scheduled sessions. If a student is identified as having fraudulently recorded attendance for another student or students, then all students involved will be dealt with in line with the University's Policy on Student Conduct and Discipline.

Students believed to have falsified their attendance registration will be emailed reminding that any attempt to falsify attendance records will be deemed misconduct. Students who are found to have falsified their attendance registration for a second time will be invited to an informal meeting in which guidance will be provided on registration of attendance. This is also a wellbeing opportunity to ensure that student's ability to engage with their studies is not being affected by external factors leading to their attempts at falsifying attendance records. Should students fail to respond or attend this meeting and make no attempt at re-arranging, then the School or Department will have no option but to invite the student to a summary jurisdiction meeting for consideration of formal or final warnings. This would also apply if a student is found to have falsified their attendance records on a third occasion.

4.5.1 Notification of Absence 2024-25

Linked to the Student Attendance System is a system for notifying your School of recent or upcoming absence from teaching.

If you are unwell, you should use this system to self-certify your illness at your earliest opportunity. You may self-certify absence due to ill health a maximum of twice per semester.

There may be other reasons you are unavoidably absent, or intend to be absent, as listed in the Student Attendance Policy > Student,Attendance,Policy,-,Effective,2023-2024.pdf (liverpool.ac.uk)

You may use the absence system to notify your School or Department of your absence in advance. Your School or Department will not verify whether your absence will cause, or has caused, you to miss vital teaching, or to miss assessments; this is your responsibility. You will be notified within the system that your report of absence has been noted and will be used as context in considering your attendance and engagement record should you fall below the required attendance for your Programme. However this does not constitute approval for you to miss specific teaching and assessment.

If you have been unavoidably absent from teaching and you feel this will or has impacted your performance in assessments, or if you have unavoidably missed an assessment, you must follow the procedures for applying for extenuating circumstances, as laid out in Appendix M of the Code of Practice on Assessment: Policy on Extenuating Circumstances in Relation to Performance in Assessments and Examinations. PLEASE NOTE – you cannot submit a request to be absent from an assessment and you must contact your School Office to discuss the Extenuating Circumstances Policy if you feel an assessment will be affected.

Merely having notified your School or Department of your absence using the absence system does not constitute a formal application for extenuating circumstances to be taken into account, and if you do not submit such an application, you may be denied a resit opportunity, or your resit opportunity may be capped as a second attempt.

We expect you to schedule leisure activities – for example holidays – outside term-time, and outside assessment periods.

During the 2024-25 academic year you must provide evidence to support any Extenuating Circumstances claim or Exemption of Late Policies application due to sickness. Please see appendix_M_Annex1_cop_assess.pdf (liverpool.ac.uk) for more information.

If there are any issues affecting your studies then please don't hesitate to contact us via

- Electrical Engineering & Electronics: studyenq@liverpool.ac.uk
- Computer Science: csstudy@liverpool.ac.uk.

4.5.2 Absence from Examinations

In the event that you are unable to attend an examination because of illness or other unforeseen circumstances, you must immediately inform the Student Experience Team, preferably before the start of the examination. If you are absent from the whole or part of an examination because of illness, an Extenuating Circumstances claim form together with a valid medical certificate or other appropriate independent documentary evidence must be submitted (see below) normally ***within five working days*** of the examination and no later than one week before the meeting of the Board of Examiners at which the results of the assessments concerned will be considered. The deadline for submission of these applications will be made available to students by means of email from the Student Support Team and Canvas. You will be notified by e-mail through the Student Support Team of the final date for submitting claims following the written examinations in January, May and August.

4.5.3 Extenuating circumstances

Extenuating circumstances are usually short term, unforeseen circumstances which have affected performance in assessments (whether an examination, essay, practical or other form of assessment). If you miss an examination or an assessment deadline for reasons beyond your control and/or believe that extenuating circumstances may have affected your performance in assessments and examinations, you will need to formally submit an extenuating circumstances claim via the online Extenuating Circumstances Portal.

How do I apply for extenuating circumstances?

To apply for Extenuating Circumstances (EC), you must please fill out the online form and provide supporting documentation (where applicable) via the following link – please use your University of Liverpool credentials to log in: **https://exc.liverpool.ac.uk**

The online form will ask you to select a category from a drop down menu and to then provide a detailed description of your circumstances and how your studies have been adversely affected. When reviewing applications, the EC Committee will expect to see sufficient details of how a student's studies have been negatively impacted.

The application will also ask students to list **all modules** affected by extenuating circumstances. You will therefore need to know the

- module code(s)
- assessment type(s) [you should be able to select this from a drop down list]
- assessment date(s)

You will also be required to confirm if the assessment in question has been either

- missed (you did not submit/participate)

or

- affected (you submitted/participated).

Please note, you are only required to submit one application and list all the modules affected.

Can I amend my application once I have submitted it?

Please do not submit multiple applications.

To request for your application to be reopened in order to amend/upload further documentation please email:

- Electrical Engineering & Electronics: studyenq@liverpool.ac.uk
- Computer Science: csstudy@liverpool.ac.uk

What are extenuating circumstances?

The University is aware that students' coursework and examination performance may sometimes be affected by serious circumstances beyond their control, which may result in absence from examinations and other classroom-based tests, and/or in poorer than expected performance. These circumstances are known as "extenuating circumstances". You can read about extenuating circumstances in Appendix M of the Code of Practice on Assessment, which you will find at the following link: Policy on Extenuating Circumstances

The University has also issued an additional set of student guidelines about extenuating circumstances, which can be consulted via the following link:
appendix_M_Annex1_cop_assess.pdf (liverpool.ac.uk)

Do I need to provide supporting documentation?
Yes, you are required to submit supporting evidence as part of any Extenuating Circumstances application.

Contact Details
If you would like to discuss your EC application or any issues affecting your studies then please don't hesitate to contact us via

- Electrical Engineering & Electronics: studyenq@liverpool.ac.uk
- Computer Science: csstudy@liverpool.ac.uk.

If your ECs are related to a piece of coursework please see the Exemption from Late Penalties (ELP) information page.

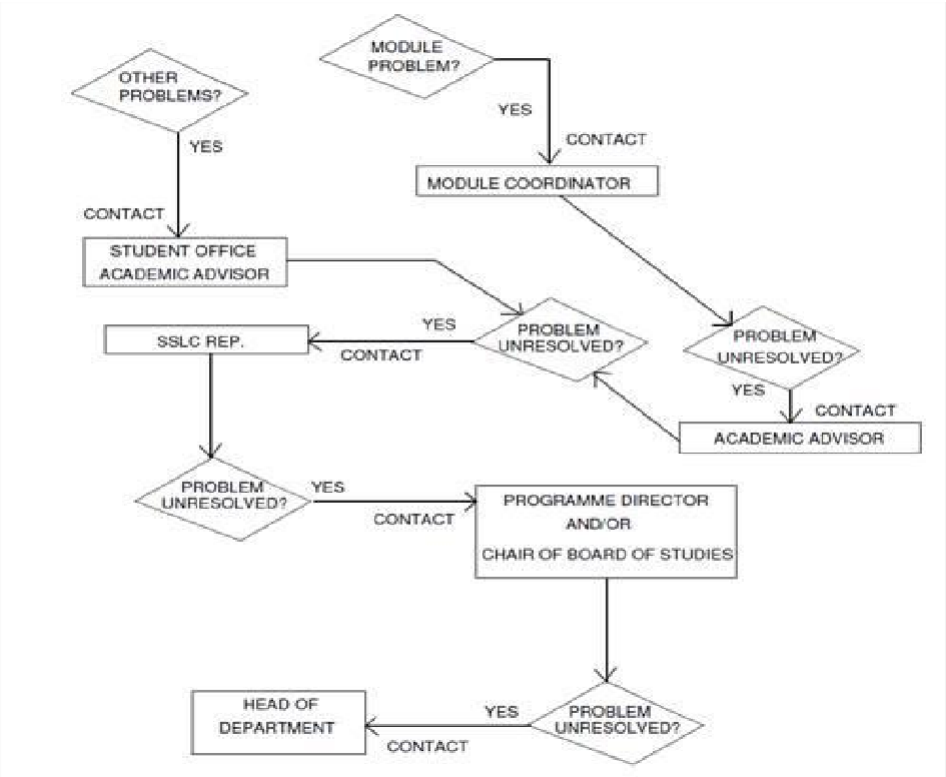
4.6 Departmental Progress Panel

Students who make insufficient progress in their studies may be asked to attend an interview with the Departmental Progress Committee. This comprises of the Chair of the Board of Examiners, the Director of Studies for the relevant programme and the Examinations Officer. This interview is intended to identify and recommend an appropriate course of action for the student to follow before it becomes necessary to rule that progress is unsatisfactory.

4.7 Whom to contact if something concerns you

It is recognised that, on occasion, situations may occur in the course of module delivery which you feel concerned about: this may be anything from disquiet about demonstrators, an assessment you have received, aspects of the module itself, to more serious issues such as the outcome of Board of Examiners meetings and their consequences on progression into the next year of study.
We would hope it is recognised that the School takes such concern seriously and is perfectly happy to consider and advise on any issues that arise. Nevertheless, in addressing and dealing with specific issues it is far more likely that a successful resolution of problems will be achieved if the appropriate pathway of responsible individuals have been made aware of the problem.

The flowchart below presents the route that ought to be followed.



Please note that there is no point in raising an issue (no matter how serious it may appear to you) directly with, for example the Chair of the Board of Studies or the Head of Department unless the matter in question has already been considered by responsible parties at an earlier stage and you do not consider the matter to be resolved.

It is not that these individuals are reluctant to become involved, it is more the case that: firstly, you will only increase the length of time taken to deal with the issue of concern (if a problem is raised immediately with the Head of Department with no record of it having been discussed earlier, this will only result in it being referred through proper channels not with its solution being expedited); secondly, going directly to the most senior individual without consulting others creates an impression of at best frivolous time-wasting and, at worst, of malicious disregard for procedures. By following these procedures staff will be able to work with you in an efficient manner to address any such issues that arise and, it is hoped, reach a mutually acceptable conclusion.

Report and Support

At the University of Liverpool we are committed to promoting diversity and equality, and to providing a supportive and inclusive environment. Students are encouraged to report bullying, harassment, sexual misconduct, hate crime, assault or discrimination and you can report anonymously if you wish to . More detail can be found here - Report and Support

Section 5 – Assessment

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study. The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The model for non-clinical first degree programmes;
- The system for classifying three-year, non-clinical, undergraduate degrees;
- The system for classifying four-year, non-clinical, undergraduate degrees that include a year in industry or a year abroad;
- Information about students' progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University's policy on making adjustments to exam arrangements for disabled students.
- The code of practice relating to external examining (see also below)
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to extenuating circumstances which explains what you should do if you have extenuating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.

Please click here to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort.

Board of Examiners
Link to Appendix D of the Code of Practice (CoPA) Regulations for the Conduct of Examinations:
appendix_D_cop_assess.pdf (liverpool.ac.uk)
appendix_D_annex1_cop_assess.pdf (liverpool.ac.uk)
appendix_D_annex2_cop_assess.pdf (liverpool.ac.uk)
appendix_D_annex3_cop_assess.pdf (liverpool.ac.uk)
appendix_D_annex4_cop_assess.pdf (liverpool.ac.uk)

Constitution, Responsibilities and Operations of the Board of Examiners in the School of Electrical Engineering, Electronics and Computer Science

- Module Review Boards – meet after each assessment period i.e. three times a year. Module Review Boards are responsible for confirming that module moderation procedures in place have been properly followed in accordance with the Code of Practice on Assessment.
- Progression Boards – The Board of Examiners acting as a Progression Board is responsible for determining students' progress to the next year of study. It is also responsible for dealing with unsatisfactory students. By the end of each academic year, a decision is made about progression of every student within the Department. Progression Board will also receive recommendations from the Extenuating Circumstances Committee on the effect of a student's circumstances (as reported to the Committee) on their performance in assessment.
- Final Board of Examiners – Act as the Final Board and is responsible for recommended students' final awards including degree classifications for approval by the Senate Committee for the Award of Degrees, Diplomas and Certificates (CADDAC).

All roles and responsibilities can be found in detail under Appendix D of the Code of Practice on Assessment via appendix_D_cop_assess.pdf (liverpool.ac.uk)

Board of Studies
The Board of Studies in each Department has overall responsibility for all aspects of the provision and assessment of undergraduate and taught postgraduate programmes within the Department. The Board comprises key academic members of staff and also includes student representation. The Board of Studies has a Chair who is a senior academic staff member and in addition, each of our degree programmes has Programme Directors who are responsible for the day to day running of the programme.
For the approval of any suggested changes to programmes, the Department runs a Curriculum Review Board, which is again chaired by a senior academic staff member and also includes student representation. The Curriculum Review Boards forwards any requests for changes to the School Scrutiny Panel, which again has student representation.

The responsibilities of the departmental Board of Studies include the following: reviewing external examiners reports, module evaluation and feedback to and from students, student consultations and practices for the moderation of assessments and consideration of the withdrawal or Interrupting your studies (formerly 'suspending your studies') of programmes. Further details can be found in the following link: Boards-of-Studies-and-Coordinating-BoS-ToR-and-membership.pdf (liverpool.ac.uk)

In many programmes some of the modules are provided by other Departments/Schools, to ensure that there is good communications between the Departments/Schools these Departments/Schools have representatives who are members of the relevant Board of Studies so that any proposed changes to modules can be fully discussed.

5.1 Assessment Specifics

Assessment is by a mixture of coursework and written examinations in January and May. The PGT project, undertaken from mid-June to mid-September, has a number of units of assessment associated with it including oral presentations, demonstrations and the final dissertation. Below is a description of the main types of assessment.

5.1.1 Types of assessment

There are a wide variety of ways that different modules are assessed, the method(s) being chosen to suit the material and aims of each particular module:

- **Written examinations**
  An examination is an assessment task formally scheduled and supervised by the University which takes place over a specified period, in a specified location and at a specified time.

  For examinations on modules in the remit of the School students provide written answers to a set of questions. This includes written examinations that may in part or solely consist of multiple choice questions. Where the assessment of a module includes a written examination, this will take place at the end of the semester or semesters in which a module is taught. The duration of examinations varies between 1 and 3 hours.

- **Practical assessments**
  Practical assessments include the assessment of tasks performed in laboratories as well as the assessment of written reports, oral presentations, or demonstrations of the outcome of

work conducted in laboratories (or using equipment equivalent to that provided in laboratories), often in relation to an assignment set for a module.

- **Class tests**
  A class test is an assessment task scheduled by the Module Co-ordinator with a typical duration of 50 minutes. The format of class tests is identical to that of examinations.

  On-line tests are an alternative form of class test. An on-line test might be time-limited, that is students have only a certain amount of time to complete the test and there will either be a specific date and time on which the test takes place, or there will be a deadline by which students must complete the test.

- **Placement reports, project reports and dissertations**
  Placements and projects typically involve an element of assessment by a final report or dissertation due at the end of the placement or project. Such reports and dissertations on a module in the remit of the School will typically be practical assessments, that is, be based on laboratory or laboratory-related work. However, dissertations based on purely theoretical work are possible at FHEQ level 7 (former UoL level M).

- **Other types of coursework**
  This includes presentations, demonstrations of software, essays, or the completion of small assessed tasks during, or in advance of a tutorial.

Modules will use an appropriate mix of these types of assessment, varying from 100% assessment by written examination to 100% assessment by continuous assessment (practical assessments, class tests, reports, essays, presentations are particular forms of `continuous assessment').

For PGT students Modules will use an appropriate mix of these types of assessment, varying from 100% assessment by written examination to 100% assessment by continuous assessment (practical assessments, class tests, reports, essays, presentations are particular forms of `continuous assessment').

The form of assessment (and relative percentages) for all modules can be accessed via the Module Specifications.

It should be noted that assessments of a module are not restricted to the assessment of material and skills covered in lectures, tutorials, and practicals but can extend to material and skills that can be expected to have been acquired through private study.

5.1.2 Computer Science Practical assessments, projects and other types of coursework

Nearly all the practical work that is done for a practical assessment, project or other type of coursework involves the use of the Department's computer systems.

On some modules, the scheduled practicals in your timetable are intended to give you time in one of the laboratories to work on a practical assignment under the supervision of a demonstrator. In order to make the best use of this time, you should have given some thought to the solution of the

assignment beforehand. This will probably involve familiarising yourself with any relevant handouts and lecture notes on the topic. You will also need to have planned out how to tackle the problem.

If the assignment is concerned with the design and implementation of a program, database, website, or other computer software, a draft solution should be prepared in advance of the practicalclass. This can be taken along, ready to be typed into or uploaded onto the computer, or be made available beforehand. If you have not been able to do that, then you should at least have a list of questions about the work to ask the demonstrator.

Without this preliminary preparation you will not be able to make use of help that the practical class demonstrator can provide, but will spend the time reading and understanding the assignment, being ready to ask questions only at the end of the session. This is obviously not an optimal use of the time.

Even if scheduled practicals are dedicated to exercises other than practical assignments, they still provide an opportunity to ask questions not only about those exercises but also about practical assignments.

You should try to make the maximum use of the help available during scheduled practicals. Do not hesitate to ask the demonstrators and module co-ordinator questions; that is what they are there for. However, there will be a limit to what they will able to do for you, as it is not the job of a demonstrator or module co-ordinator to solve assignments for you.

In addition to supervised practical sessions, most assignments will involve additional unsupervised work using the computers in order to prepare or complete a solution and to write reports.

It is also possible to obtain assistance and advice on general programming problems from the departmental **Helpdesk**. However, the technical support staff are typically not familiar with the detailed contents of individual modules, so may not be able to assist with specialised queries. Such issues should be directed to the module co-ordinator and/or demonstrators.

For the PGT programmes with a Year in Industry, the Group Project module (COMP598) and the MSc Industrial Project module (COMP599) both include an element of assessment by oral presentation and demonstration of project work. The mark produced for a module is subject to scrutiny by the Computer Science Postgraduate Boards of Examiners including the External Examiner for the programme. Decisions on progress are also controlled by the university's published regulations.

5.1.3 Submission of Work

In any module where set work is part of the assessment, you will be notified in advance of:

- The deadlines for the assessed work.
- Where, when and how the work must be submitted.

If this information is not provided, then you should not hesitate to ask for it. Some modules have specific requirements with regard to the format and length of the submitted work. If this is the case, you will be notified in advance and you should ensure that you adhere to these requirements, as there may be penalties if you do not.

Penalties for Late Submission of Coursework

If you hand in coursework within five days of the submission deadline it will be marked but 5% of the total marks available for the assessment will be deducted for each working day after the submission date, up to a maximum of five working days. The mark will not be reduced below the pass mark for the assessment and work assessed below the pass mark will not be penalised for late submission.

There is a standard University Policy imposing penalties for late submission, which is applied by the Department. See Section 6.2.2 of the Code of Practice on Assessment at:
code_of_practice_on_assessment.pdf (liverpool.ac.uk)

We may make and authorise third parties to make copies of any work submitted by you for assessment but only for the following purposes:

- Assessment of a student's work;
- Comparison with databases of earlier answers or works or other previously available works to confirm there is no plagiarism; and
- Addition to databases of works used to ensure that future works submitted at this institution and others are not plagiarised from a student's work.
- Review by accrediting bodies, external examiners, University QAA and other external bodies as appropriate.

Feedback on assessment tasks will be provided following the Policy on Feedback. You can appeal against the results of an assessment task, examination, or decisions by the Board of Examiners following the University's Assessment Appeals Procedure. See Appendix F of the Code of Practice on Assessment at:

5.1.4 Procedure for Requesting an Exemption of a late penalty

Exemption from Late Penalties appendix_F_cop_assess.pdf (liverpool.ac.uk)

You may apply for exemption from late penalties for any coursework submitted late (and providing the coursework has the opportunity for late submission) because of unforeseen medical or other exceptional circumstances.

The completed form should normally be submitted with appropriate independent documentary evidence to the SET in the School or Department that delivers the module at the same time as the late coursework or at the earliest opportunity thereafter.

You should submit documentary evidence to support your application (normally the type of contemporaneous independent evidence required for extenuating circumstances claims) ideally at the same time as the late coursework.

Students are able to request exemption from late penalties for two individual assessments per academic session without the need for supporting evidence (i.e you may self-certify), but for any additional requests, you should submit evidence to support your application

However, if you are unable to submit an application for exemption from late penalties and/or to

provide supporting evidence with the late coursework the final deadline for any request for exemption from late penalties and supporting evidence would be the same as the deadline specified by the relevant Extenuating Circumstances Committee for receipt of extenuating circumstances applications.

The latest you can submit coursework after a deadline is the earliest of:

(i) The time of release of feedback on the assessment task that would benefit you, or
(ii) Two working weeks from the date of the original deadline, or
(iii) The last day of the relevant assessment period.

Coursework submitted after this time will be treated as a non-submission and dealt with under the Policy on Extenuating Circumstances (Appendix M).

Further information about exemption from late penalties and extensions can be found in the Code of Practice on Assessment.

You will need to complete an 'Application for Exemption from Late Penalties' via one of the following links depending on your home department within the School (however, if the module belongs to another department, for example the Department of Mathematics or the Management School then you will need to contact the appropriate Student Experience Team of the other department to ensure you follow the correct procedure for the relevant module home department):

- Further Information: Exemption from Late Penalties (ELPs): 202425-EE-EEALLYRS - Electrical Engineering and Electronics (liverpool.ac.uk)
- *Electrical Engineering & Electronics - Application for Exemption from Late Penalties (ELP) 2024-25*
- Further information: Exemption from Late Penalties (ELPs): 202425-CS-UG-PGT - Computer Exemption from Late Penalties (ELPs): 202425-CS-UG- PGT - Computer Science All Students (liverpool.ac.uk)
- *Computer Science - Application for Exemption from Late Penalties (ELP) 2024-25*

Further information about exemption from late penalties and extensions can be found in Section 6 of the main Code of Practice on Assessment.

If you have any questions about this, please contact the Student Experience Team via studyenq@liverpool.ac.uk (EEE) or csstudy@liverpool.ac.uk (CS).

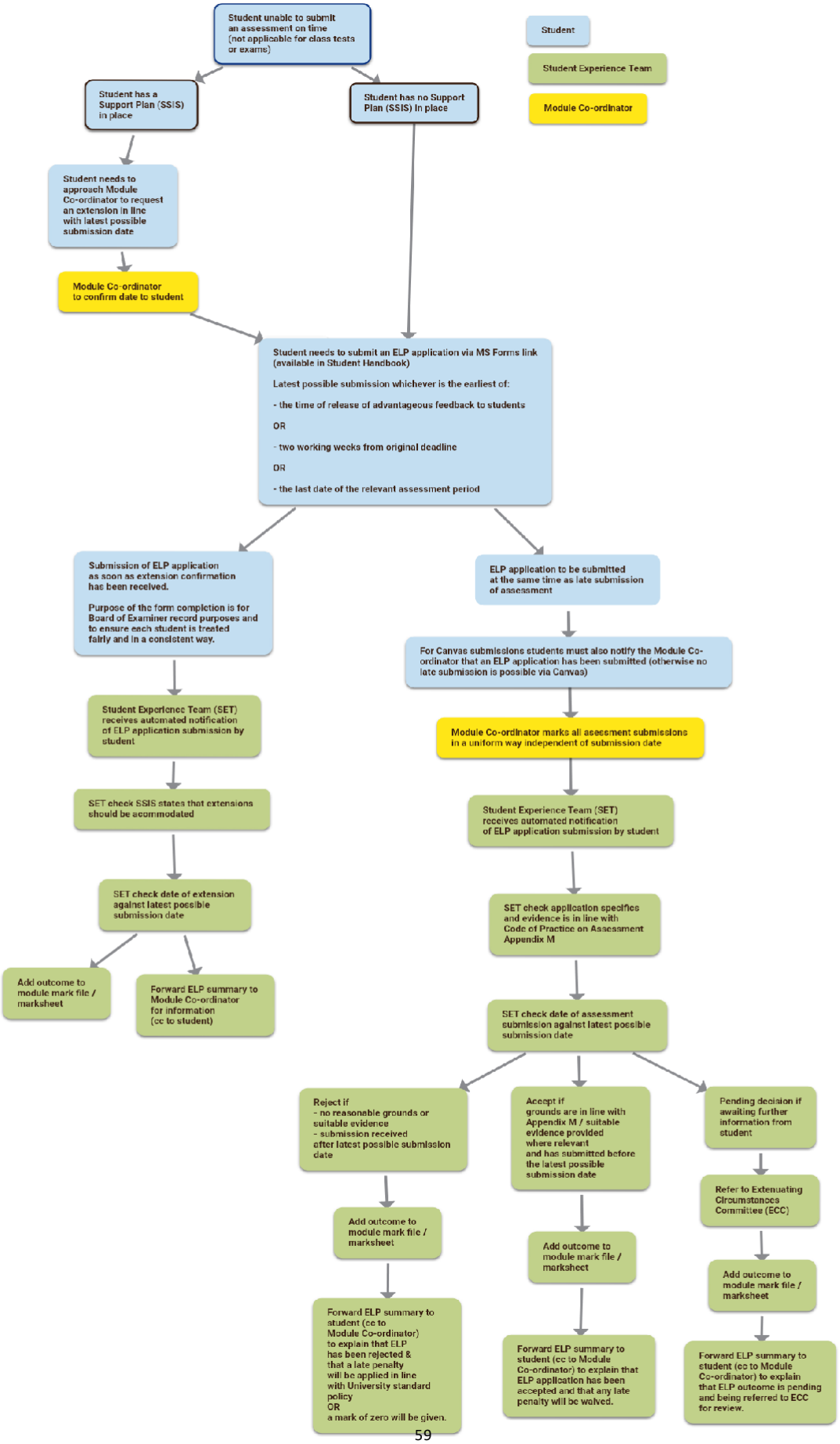
5.1.5 Procedure for Requesting Extensions

Extensions to coursework submission deadlines are only available to students who have this as a confirmation adjustment as part of their Student Support Information Sheet (SSIS) (also known as a Support Plan) confirmed with Disability Advice and Guidance Team. To find out more please visit https://www.liverpool.ac.uk/studentsupport/disabled-students/student-support-information-sheet/

If you need to request an extension please submit one of the following forms indicating that you have a SSIS in place. This will help us to ensure that all students are treated fairly and consistently. Extensions can only be actioned up to two weeks after the original deadline OR until advantageous feedback on the assignment has been given, whichever comes first.

- *Electrical Engineering & Electronics - Application for Exemption from Late Penalties (ELP) 2024-25*
- *Computer Science - Application for Exemption from Late Penalties (ELP) 2024-25*

If you have any questions about this, please contact the Student Experience Team via studyenq@liverpool.ac.uk (EEE) or csstudy@liverpool.ac.uk (CS).


Student unable to submit an assessment on time (not applicable for class tests or exams)
Student has a Support Plan (SSIS) in place
Student has no Support Plan (SSIS) in place
Student needs to approach Module Co-ordinator to request an extension in line with latest possible submission date
Module Co-ordinator to confirm date to student
Student needs to submit an ELP application via MS Forms link (available in Student Handbook)
Latest possible submission whichever is the earliest of:
- the time of release of advantageous feedback to students
OR
- two working weeks from original deadline
OR
- the last date of the relevant assessment period
Submission of ELP application as soon as extension confirmation has been received.
Purpose of the form completion is for Board of Examiner record purposes and to ensure each student is treated fairly and in a consistent way.
Student Experience Team (SET) receives automated notification of ELP application submission by student
SET check SSIS states that extensions should be accommodated
SET check date of extension against latest possible submission date
Add outcome to module mark file / marksheet
Forward ELP summary to Module Co-ordinator for information (cc to student)
ELP application to be submitted at the same time as late submission of assessment
For Canvas submissions students must also notify the Module Co-ordinator that an ELP application has been submitted (otherwise no late submission is possible via Canvas)
Module Co-ordinator marks all assessment submissions in a uniform way independent of submission date
Student Experience Team (SET) receives automated notification of ELP application submission by student
SET check application specifics and evidence is in line with Code of Practice on Assessment Appendix M
SET check date of assessment submission against latest possible submission date
Reject if
- no reasonable grounds or suitable evidence
- submission received after latest possible submission date
Add outcome to module mark file / marksheet
Forward ELP summary to student (cc to Module Co-ordinator) to explain that ELP has been rejected & that a late penalty will be applied in line with University standard policy
OR
a mark of zero will be given.
Accept if grounds are in line with Appendix M / suitable evidence provided where relevant and has submitted before the latest possible submission date
Add outcome to module mark file / marksheet
Forward ELP summary to student (cc to Module Co-ordinator) to explain that ELP application has been accepted and that any late penalty will be waived.
Pending decision if awaiting further information from student
Refer to Extenuating Circumstances Committee (ECC)
Add outcome to module mark file / marksheet
Forward ELP summary to student (cc to Module Co-ordinator) to explain that ELP outcome is pending and being referred to ECC for review.
Student
Student Experience Team
Module Co-ordinator

5.2 Marking Descriptors

5.2.1 Electrical Engineering & Electronics

The Department of Electrical Engineering & Electronics' own set of qualitative marking descriptors which describe what each mark range represents in terms of student achievement is provided below.
Assessment tasks in the subjects studied within the School lie between two extreme types:

- Type A tasks where there is a correct answer and little or no opportunity for alternative approaches or displays of insight. For time-constrained assessments, the assessor must ensure that there is a reasonable allowance of time for the student to be able to recall, work out and write down the correct answer.
  Examples: the definition of a term or unit, a schematic or diagrammatic figure, a graph showing the relationship between characteristics, the implementation of a standard procedure (e.g. a calculation), a computer programme to carry out a straight-forward task.
- Type B tasks where there is no definitive right answer; a range of possible answers could satisfy, to a greater or lesser extent, the question posed. The assessor can provide a sample answer that indicates one general approach to answering the question, the main points expected, the quantity and depth of points expected, etc. There is no logical limit to the number of relevant points that a student could make. Therefore the assessor has to apply some form of constraint on the length of answer (e.g. time in an exam or word-count in a coursework submission) and must therefore make his/her assessment bearing in mind the best answer that could reasonably be expected from a student at that level of study under the prevailing conditions (i.e. exam or coursework).
  Examples: a discussion or evaluation of a concept or theory, a design solution to an open-ended problem, a report on a project.

Many assessments lie between these extremes. For instance, a report on a laboratory exercise will have definable 'correct' aspects (report structure, grammar, experimental arrangement and procedure, format of tabulated and graphed results) but there are also opportunities for the student to demonstrate understanding and originality in discussing and evaluating the results, suggesting experimental improvements and drawing conclusions.

A major project is a Type B task. Since the assessment of projects is a more complex process, it is dealt with in a separate section below.
Assessment of Type A tasks

- Students will have been given (or referred to a source for) the required definition, figure or procedure and may have been told how it would be assessed (eg. reproduce it, describe it, carry it out).
- The assessor will set the assessment task, bearing in mind how it relates to the module Learning Outcomes. He/she will then prepare the correct answer and an associated Marking Scheme (the total marks available being allocated to the various steps in the answer, according to volume and difficulty of the work required.
- Answers will be marked according to the extent and correctness of each student's progress through the steps. The examiner should distinguish between correctness of the process and accuracy of the mathematics (thus a student who follows the correct process but makes an

arithmetic error in an early step will get the wrong answer but may be awarded most of the marks).

Assessment of Type B tasks

- Students may or may not be formally taught the subject matter of the task.
- The assessor will set the assessment task, bearing in mind how it relates to the module Learning Outcomes. He/she may provide (or refer to a source for) guidance on how to tackle the task and perhaps an outline of some aspects of the answer or an example answer to a related task. Alternatively, students may be required to develop their own approaches to the task. Unless time-constrained, the assessor must indicate the length of answer expected. Furthermore, he/she may provide the criteria by which student submissions will be assessed, and the relative weighting of criteria, for example: extent to which the requirements and constraints of the task have been satisfied; correctness of use and interpretation of relevant knowledge; extent of coverage of the topic; evidence of wider reading; display of insight, understanding, originality, creativity, etc; quality of analytical and problem-solving skills; quality of communication skills.
- He/she may prepare a sample answer that is within the length constraint and matches the stage of development of understanding of the best students. He/she should check that, by applying the stated criteria, the answer would be assessed as at least 'Very Good'. Some adjustment of the criteria may then be necessary.
- The answer will be marked according to the following Marking Descriptors; some adjustment may be necessary between the criteria.
- When assessing student work, staff will apply the Department of Electrical Engineering & Electronics General Marking Descriptors for Undergraduate Assessments (see below).

	Knowledge and Understanding	**Intellectual Skills**	**Transferable Skills**
100%	**The best answer that could reasonably be expected from a student at that level of study under the prevailing conditions (ie, exam or coursework)**		
90-99% 'Outstanding'	Total coverage of the task set. Exceptional demonstration of Knowledge and understanding appropriately grounded in theory and relevant literature.	Extremely creative and imaginative approach. Comprehensive and accurate analysis. Well-argued conclusions. Perceptive self-assessment.	**Extremely clear exposition. Excellently structured andlogical answer.Excellent presentation, only the most insignificant errors**
80-89% 'Excellent'	As 'Outstanding' but with some minor weaknesses or gaps in knowledge and understanding.	As 'Outstanding' but slightly less imaginative andwith some minor gaps in analysis and/or conclusions	**As 'Outstanding' but with some minor weaknesses in structure, logic and/or presentation.**
70-79% 'Very Good'	Full coverage of the task set. Generally very good demonstration of knowledge and understanding but with some modest gaps. Good grounding in theory.	Some creative and imaginative features. Very good and generally accurate analysis. Sound conclusions. Some self- assessment.	**Generally clear exposition. Satisfactory structure. Very good presentation, largely free of grammatical and other errors.**

60-69% 'Comprehensive'	As 'Very Good' but with more and/or more significant gaps in knowledge and understanding and some significant gaps in grounding	As 'Very Good' but analysis and conclusions contain some minor weaknesses.	**As 'Very Good' but with some weaknesses in exposition and/or structure and a few more grammatical and other errors.**
50-59% 'Competent'	Covers most of the task set. Patchy knowledge and understanding with limited grounding in literature.	Rather limited creative and imaginative features. Patchy analysis containing significant flaws. Rather limited conclusions. No self-assessment.	**Competent exposition and structure. Competent presentation but some significant grammatical and other errors.**
40-49% 'Adequate'	As 'Competent' but patchy coverage of the task set and more weaknesses and/or omissions in knowledge and understanding. Just meets the threshold level.	As 'Competent' but probably without much imagination. Shows barely adequate ability to analyse and draw conclusions. Just meets the threshold level.	**As 'Competent' but with more weaknesses in exposition, structure, presentation and/or errors. Just meets the threshold level.**
35-39% 'Compensatable fail'	Some parts of the set task likely to have been omitted. Major gaps in knowledge and understanding. Some significant confusion. Very limited grounding. Falls just short of the threshold level.	No creative or imaginative features. Analysis and conclusions rather limited. Falls just short of the threshold level.	**Somewhat confused andl limited exposition. Confused structure. Some weaknesses in presentation and some serious grammatical and other errors. Falls just short of the threshold level.**
20-34% 'Deficient'	As 'Compensatable Fail' but with major omissions and/or major gaps in knowledge and understanding. Falls substantially below the threshold level.	As 'Compensatable Fail'but analysis and/or conclusions may have been omitted. Falls substantially below the threshold level.	**As 'Compensatable Fail' but with more serious weaknesses in presentation and/or grammar. Falls substantially below the threshold level.**
0-20% 'Extremely weak'	**Substantial sections of the task not covered. Knowledge and understanding very limited and/or largely incorrect. No grounding in theory.**	**No creative or imaginative features. Analys is extremely weak or omitted.No conclusions.**	**Largely confused exposition and structure. Many serious grammatical and other errors.**

5.2.2 Computer Science

Marking on FHEQ **level 4, 5, and 6 modules** offered by the Department of Computer Science is carried out using the following marking descriptors:

	For practical exercises and projects	For exercises, presentations, projects, and written examinations:
90-100%	Displays an *exceptional* degree of originality and creativity and/or *exceptional* analytical and problem solving skills. Solution must have novel aspects. The methodology employed is well-developed and correct.	Shows *critical* understanding of current knowledge. For level 6 this should include relevant recent research papers. Perceptive, focused treatment of all issues/questions presented in a critical and scholarly way.
80-89%	Displays a level of originality and creativity and/or the ability to suggest realistic solutions to novel problems. The methodology employed is well-developed and correct.	Evidence of wide reading. For level 6 this should include relevant research papers and books. Perceptive, focused treatment of all issues/questions presented in a critical and scholarly way.
70-79%	Demonstrates ability to analyse, interpret and organise information to produce coherent accounts or solve complex problems. All aspects of a suitable methodology evident and used correctly.	Comprehensive knowledge and understanding of the subject together with the ability to put the work into context and to critically evaluate selected aspects of the work. Arguments/answers will be clear, competently structured, and accurate.
60-69%	Demonstrates ability to analyse, interpret and organise information to produce coherent accounts or solve relatively complex problems. Use of a suitable methodology evident and used correctly, with minor omissions.	Good knowledge and understanding of the subject, with no major gaps or omissions, but minor gaps or omissions may occur. Arguments/answers will be clear, competently structured, and largely accurate.
50-59%	Displays ability to analyse, interpret and organise information to produce coherent accounts or solve well-defined problems of some scope. Most aspects of a suitable methodology evident and used correctly, some omissions occur but without negative impact on the result of the work.	Satisfactory knowledge and understanding of the essentials of the subject, with an ability to integrate information into a clear, well-structured account, but lacking in breadth or depth, or with some significant aspects omitted. Arguments/answers must be clear, although they may not be well-developed or reflect a wider appreciation of the subject. Some errors and omissions are likely to be present.
40-49%	Demonstrates an ability to solve limited, well-defined problems of a familiar type. Most aspects of a suitable methodology evident, but minor flaws in its use or omissions with some negative impact on the result of the work.	General knowledge and understanding of the subject but very limited in depth or breadth. Arguments/answers are likely to be somewhat lacking in structure. There are likely to be errors and omissions and the evidence provided to support arguments will be very limited.
35-39%	Fails to demonstrate an ability to solve limited, well-defined, problems of a familiar type. Aspects of a suitable methodology evident, but flaws in its use or omissions which negatively impact on the result of the work.	Knowledge and understanding of the subject are fragmentary, some aspects showing a very basic level of understanding but other aspects displaying fundamental errors. Arguments/answers are lacking in structure. There are errors and omissions and the evidence provided to support arguments is very limited.
30-34%	Fails to demonstrate an ability to solve simple, well-defined problems of a familiar type. Lack of the use of a suitable methodology or flaws in its use which negatively impact on the result of the work.	Knowledge and understanding of the subject are fragmentary, with an insufficient number of aspects showing a very basic level of understanding and too many aspects displaying fundamental errors and omissions. Arguments/answers are lacking in structure. There are errors and omissions and the evidence provided to support arguments is very limited.
20-29%	Fails to demonstrate an ability to solve simple, well-defined, problems of a familiar type under guidance. Serious lack of the use of a suitable	Very limited range of knowledge with many important gaps and omissions. Shows incomplete understanding with numerous errors of interpretation. Arguments/

	methodology or flaws in its use which negatively impact on the result of the work.	answers have little structure, contain serious errors, and there is no support for arguments.
10-19%	Little evidence of the use of a suitable methodology.	Shows only the most limited and fragmentary knowledge of the subject with little or no understanding of essential principles and concepts. Work is likely to be unstructured and ill-presented. Arguments/ answers are only loosely related to issues/questions or only cover a seriously inadequate part of the issues/questions.
0-9%	No evidence of the use of a suitable methodology.	Virtually devoid of any evidence of knowledge or understanding of the subject. No or almost no arguments/answers.

Marking on FHEQ **level 7 modules** offered by the Department of Computer Science is carried out using the following marking descriptors

Grade	Description	Key features
Outstanding: 80%+	**Outstanding work**. Factually almost faultless; clearly directed; logical; comprehensive coverage of topic; strong evidence of reading/research outside the material presented in the programme; substantial elements of originality and independent thought; very well written.	**Distinction Grade:** Originality; Well-directed independent thought
Excellent: 70-80%	**Excellent work**. Logical; enlightening; originality of thought or approach; good coverage of topic; clear, in-depth understanding of material; good evidence of outside reading/research; very well written and directed.	
Very Good: 60-70%	**Very Good work**. Logical; thorough; factually sound (no serious errors); good understanding of material; evidence of outside reading/research; exercise of critical judgement; some originality of thought or approach; well written and directed.	**Merit/Pass Grade:** Essentially correct and complete: Competence; Critical judgement
Good: 50-60%	**Good work.** Worthy effort, but undistinguished outcome. Essentially correct, but possibly missing important points. Largely derived from material delivered in the programme, but with some evidence of outside reading/research; some evidence of critical judgement; some weaknesses in expression/presentation.	
Marginal Fail: 40-50%	**Inadequate work.** Incomplete coverage of topic; evidence of poor understanding of material; poor presentation; lack of coherent argument.	**Compensatable Fail:** Significant weaknesses, but serious effort
Fail: <40%	**Unsatisfactory work:** Serious omissions; significant errors/ misconceptions; poorly directed at targets; evidence of inadequate effort.	**Fail:** Little or no achievement of learning outcomes

All students complete the initial stages of the project. If students fail one or more modules in the first and second semester examinations, then the following rules apply:

- Students who fail 15 credits proceed as normal;

- Students who fail 30 credits can proceed as normal. However they have the option to delay the continuation of the project until after their resit exams (this applies to the Dissertation stage only). They need to make this decision within two weeks of the second semester exam results being published. No extensions to any project deadlines will be granted on the grounds of resit assessments if a student decides to proceed as normal;
- Students who fail more than 30 credits are strongly recommended to defer the submission of the project until December.

5.3 Assessment in Other Departments

It is not possible here to provide information on the methods of assessment which apply to modules offered by other departments, especially those in other faculties. However, staff are required to inform students of the precise method of assessment at the beginning of each module.

If this has been overlooked you should ask the module coordinator to provide information on the method of assessment. Some modules can be assessed by methods which are not obvious, so it is important to get this information. For instance, in some cases, missing continuous assessment exercises or class tests, or a poor performance in the continuous assessment element of a programme, can result in a large penalty being imposed.

5.4 Feedback

The purpose of feedback is to facilitate improvement and promote learning. This covers both academic content and formal aspects of work submitted for assessment. Information regarding the aims, learning outcomes, teaching and learning strategy, syllabus and method of assessment for each module are available on the departmental website, and further information will be provided by the lecturer concerned.

Continuously assessed work
Feedback may take many forms - written, recorded, oral or peer feedback or self-assessment, and may include numerical marks, grades, and/or qualitative points and comments. There will normally be publicised marking descriptors for numeric or grade-based marking.

The aim would always be to provide feedback as quickly as is practicable (for Electrical Engineering & Electronics modules with two weeks and Computer Science modules normally within three weeks of the submission deadline) and ideally before the next related assessment task (or final examination). However, this may not always be possible, depending on the size of the class, and the timescales involved.

Generic feedback on students' overall performance should be provided either in lecture or on Canvas. Individual written feedback may be provided in students' marked class test paper or coursework. In the case of online test, correct answers will be used as the form of feedback to individual students, and should be made available to students. If the feedback for a particular item of assessed work requires clarification, then any student may request further feedback from the assessor or he/she may wish to seek further feedback or guidance from his/her tutor.

Coursework is used wherever possible as a formative method of assessment, that is, to help students develop knowledge, understanding and skills. Coursework is returned to students, with

feedback, within short timescales to help them to learn and develop. The marks for coursework submitted late will be reduced according to the University's lateness penalty scheme.
Students are advised about plagiarism and collusion and warned about the very serious consequences of breaking University requirements.

The School of Electrical Engineering, Electronics and Computer Science's policy for assessed work where there is a set maximum length (e.g. number of words or number of pages) is that no penalty should normally be applied where a student exceeds the limit set for assessed work. Where the work submitted exceeds the length allowed, the work may be marked and feedback may be given to the student. However, overly long submissions may require longer to mark than the guidelines given by University Code of Practice on Assessment. The only exception to this guideline is where the learning objectives for the assignment are specifically related to the length of the assessed work – if the work requires that the assignment should be a summary or brief statement of work (e.g. an executive summary or design brief). In such cases, the work should be assessed up to the stated maximum length. Work after this maximum limit (words or pages) should not be used for assessment purposes, but feedback may be given to the student.

Projects
The Departments provide detailed guidelines to students on the planning, implementation and assessment of major projects. Staff use standard mark sheets for each assessment element (one or more of: report, log book, oral presentation, viva) at each stage of the project (typically Proposal, Interim and Final). The weightings of each element of each stage are tabulated. Descriptive criteria are provided that indicate the features of an excellent submission. Administrative staff collate the assessment elements to arrive at the module mark. If the overall project mark is a marginal fail, the examiners and moderator will carry out a detailed review before approving the mark (since a failure means that the student's degree may be unaccredited by one or more of the professional institutions).

The final year projects (FYP) and MSc projects are based on two types of assessment components, presentations (bench inspections - for EEE FYP only, and oral presentation) and reports (interim report, and the final thesis). All marking form templates and the marking descriptors are available to students on the Departmental Intranet. The marking descriptors explain clearly and in detail the different ranges of marks and what achievements they correspond to. Most components are marked by both supervisor and assessor. Each marking form is equipped with a comments and feedback section. Upon marking and moderation, the project feedback will be released to students using the 'e-project' system available. In addition, the supervisors give direct feedback to the students in their project meetings, or when students visit their office after marks have been completed.

Electrical Engineering & Electronics students have access to the feedback and comments in those forms filled in by our Industrial Advisory Board and External Examiners.

Feedback on Laboratory Assessment Performance
Feedback for lab work, reports and coursework is provided (and sought) through a number of channels:

1. Instant personalised verbal and written feedback by the STA or staff member in the lab while marking workbooks, where applicable.

2. Written personalised feedback via Canvas/Turnitin within 5 weeks, to prevent collusion with students who have not yet done the experiment. The marks awarded can be released in 2 weeks after the submission of the lab reports.
3. Generic feedback via email and Twitter about the cohort performance, common mistakes and ways to improve.
4. Where necessary, group verbal feedback followed by an open QA session.
5. Students are invited to request further personalised feedback via the Module Co-ordinator or the Coursework Enquiry forms via the Student Experience Team. Students can also use this route to highlight marking discrepancies or to request clarifications.
6. Lab workbooks have a detachable back page on which students are invited to provide anonymous constructive feedback on the particular experiment.
7. The lab questionnaire is administered once each semester, and in addition to the tick-box feedback components, it also solicits written feedback on any aspects of the lab provision that concern them.
8. The Staff-Student Liaison Committee has a standing item on the agenda for lab- related issues where student representatives are invited to provide feedback; a staff representative from the labs is also present to take note of this and respond where appropriate.
9. Lab organisers periodically report back to the students via email and the SSLC with a list of actions taken/planned in response to feedback received.

Examinations

The Departments are committed to providing constructive feedback to students on their individual academic performance, including whenever possible their performance in exams and other assessments including coursework, class tests, laboratories and projects. The purpose of such feedback is to help students to improve their future performance. In the case of examination performance feedback, it does not provide an opportunity to appeal against marks awarded. We intend to provide constructive and supportive feedback to students.

Feedback on Exam Performance

Formal individual feedback on exam performance by module examiners will only take place after the module results have been released and students will have one week to request feedback, following which meetings will be arranged. This exam feedback procedure is completely separate from the formal process in place for students to appeal against an individual module mark. It should be emphasised that marks CANNOT be modified in any way following the feedback session (unless a procedural irregularity is identified). The Department can only provide feedback on exam scripts for modules provided by them. The School of Engineering, Department of Mathematics, and other Departments that teach our students, have comparable procedures, and students must contact the relevant Student Support Teams in those Departments for examination feedback on their modules. In order to manage requests efficiently in view of the large number of students in the Department, the following procedure will be used:

1. Immediately after exam marks have been released, students will be informed of the procedures for obtaining feedback on their exam performance via email. At this time, generic class-feedback on exam performance (already provided by each module examiner on our module QA forms) will be made available on Canvas. Before requesting individual exam feedback, students should consult the generic feedback as it may help clarify issues related to exam performance.

2. Any student who wishes to request individual exam feedback should respond within one week by contacting the Student Experience Team, indicating which exam script(s) they would like feedback on, and the reason that they wish to seek feedback on the script(s). If the reason is acceptable (intention to check marking of the script is not acceptable), the Student Experience Team will retrieve the exam script(s), and make arrangements for a feedback session with the examiner(s) concerned. Normally feedback sessions will take place in the second or third week following the release of results. After the release of May exams results, students who need to resit in August/September may seek feedback from the corresponding academic staff following the above procedure. For those students who have passed, but are not on campus during the summer, feedback may be provided in the first two weeks of the next academic year. However, any requests must be made within one week after the release of marks.
3. The feedback must be provided face-to-face or via MS Teams/Zoom, not via email or telephone. Depending on the number of students seeking feedback on a particular exam, one of the following procedures will be used:

   Generic group feedback on exams is provided wherever possible. Students will be invited in groups to meet with the module examiner at specific appointment times. At these meetings, students will be able to look through their marked exam scripts. The examiner will be present to answer specific questions about the scripts.

   An individual appointment will be made by the Student Experience Team for each student to meet with the module examiner. Each student will be able to look through their marked exam script under supervision of the examiner, and given the opportunity to discuss their script directly with the examiner: the time available for this will depend on the number of students seeking feedback, but will typically be 5-10 minutes.

NOTES

- In cases where the examiner is not available during the feedback period, feedback may be provided by another appropriate member of the academic staff of the Department.
- Students will be required to produce their University ID card if requested.
- Under no circumstances must the exam scripts be written on or modified in any way.
- Under no circumstances may the student copy, photograph, or take their exam script out of the room in which feedback is being given.

Examination scripts are not normally returned to students. If students require individual formative feedback on examination performance, they can request this by contacting the Computer Science Student Experience Team within one week of the release of the exam results. In addition, examiners will, wherever possible, provide generic group feedback to students on their performance in examinations.

Academic Advisors can be consulted regarding feedback on your overall academic performance.

5.5 Prizes

The following prizes are expected to be available:

5.5.1 School level Prizes

- **Athena Swan Prize**

The prize, to the value of £100. Awarded for contributions to promoting increased participation of women in Computing or Engineering

5.5.2 Faculty level Prizes – Electrical Engineering & Electronics

- **William Rathbone Medal and Prize**
  Value of £50 awarded to a candidate who has specially distinguished himself or herself in the final year of the programme for the degree of MEng (Hons) or BEng (Hons).

- **William Henry McMenemey Memorial Prizes**
  Value £80 each, one or two offered annually and awarded to students who have distinguished themselves in the final year of the programme for the degree of MEng(Hons) or BEng(Hons).

- **Hele-Shaw Prize**
  Value £30, awarded annually to the candidate who has specially distinguished himself/herself in the Year 2 examination for the degree of MEng(Hons) or BEng(Hons).

- **Harry Edels Memorial Prize**
  The prize, to the value of £30, shall be offered annually and shall be awarded to the Year 4 MEng or Year 3 BEng or BSc student in the School of Engineering or Department of Electrical Engineering & Electronics who achieves distinction in his or her Individual Project. The award shall be made by the Board of the Faculty on the nomination of the appropriate Head of Department.

5.5.3 Departmental Prizes – Electrical Engineering & Electronics

- **The Sir Robin Saxby Prizes**
  The Sir Robin Saxby Prizes were established in 2002 as a result of a generous donation by Sir Robin Saxby. The prizes, to the value of £150 each, shall be known as the Sir Robin Saxby Prizes and shall be available for award to students in the Department of Electrical Engineering & Electronics. One prize shall be awarded annually to the student on the MSc(Eng) programmes who has most distinguished him or herself in examinations and project work.

- **The Institute of Engineering and Technology Prize**
  The prize, offering a two year free membership and an invitation to the prestigious IET Awards Ceremony in November. The prize shall be awarded annually to a candidate in the Department of Electrical Engineering & Electronics who has specially distinguished him or herself in the examination for the degree of BEng(Hons) or MEng(Hons). The award of the prize shall be made by the Board of Faculty, after nomination by the Professors in the Department of Electrical Engineering & Electronics.

- **Edgar Walford Marchant Prize**
  Value £30, offered annually and awarded to a candidate in the School of Electrical Engineering & Electronics who has specially distinguished him or herself in thesis and other coursework during the final year of study for the degree of MEng(Hons) or of BEng(Hons).

- **David Inglis Dawbarn Prize**

  Value £30, and awarded by the Board of the Faculty of Science and Engineering on the

nomination of the Professors of Electrical Engineering & Electronics, to the student in the Department who has most distinguished him or herself in the Second Year of study for the degree of MEng(Hons) or of BEng(Hons).

- **The J.M. Meek Institution of Electrical Engineers Prize**
  The prize, which is provided by the Electronics and Control Section of the Mersey and North Wales Centre of the Institution of Electrical Engineers, shall be to the value of £90 and known as the J.M. Meek Institution of Electrical Engineers Prize. The award shall be made by the Board of the Faculty of Science and Engineering after the nomination by the Professors of Electrical Engineering & Electronics to the student in the Department of Electrical Engineering & Electronics who has most distinguished him or herself in the first year of study for the degree of BEng(Hons) or MEng(Hons).

- **Dmitri Samsonov Prize**
  Value £100. Awarded to the final year undergraduate student in the Department of Electrical Engineering & Electronics who has demonstrated novelty in project work in the fields of electrical or electronic engineering.

- **HoD Sustainability Innovation Award**
  Value £100 (or shared between team members). Awarded to the student or team who demonstrate forward thinking and creativity in areas of social and environmental responsibility.

- **HoD Engineering Ethics Prize**
  Value £100 (or shared between team members). Awarded to the student or team who demonstrate rigour and insight in their analysis or application of ethical principles.

- **HoD Entrepreneurship Award**
  Value £100 (or shared between team members). Awarded to the student or team who demonstrate initiative and leadership in development a business idea.

- **The Department of Electrical Engineering Project Prize (MSc)**
  Value £100 Awarded annually to the student on the MSc(Eng) programmes who has most distinguished him or herself in project work.

5.5.4 Departmental Prizes – Computer Science

Undergraduate

- the **O'Reilly Academic Prize** for the best performance on COMP201 Software Engineering
- the **Andrew Young Prize** for excellent performance
- the **Enid Mumford Prize** awarded to a student taking the "Designing Systems for the Digital Society" course (COMP107) for their contribution to promoting ethical practises in System Design, as determined by a judging panel formed by academics and industrial experts and convened for the Year in Industry activity week
- the **Department of Computer Science Prize** for excellent performance in the final year of study
- the **Department of Computer Science Project Prize** for the best final year project

Postgraduate

- The **Ann Maybrey prize for excellent performance**, awarded to the best overall student on an MSc programme.
- The **Ann Maybrey prize for the best project**, awarded annually to the student on the MSc programmes, who has most distinguished him or herself in project work.

Ann Maybrey was one of the original members of the department when it was founded in the early 1980s. Several years ago she donated an amount to be used to endow a prize, however, she left the terms of the award to be decided by the department. It was felt appropriate to award to this toMSc Students as Ann was also involved in setting up and contributing to the first MSc run by the department in the mid 1980s.

Section 6 - Resources and Support for Students

6.1 Help and Advice

If you are having problems or need advice, there are a number of people who can help you:

Academic Advising and Student Success Framework
https://www.liverpool.ac.uk/media/livacuk/centre-for-innovation-in-education/liverpool-curriculum-framework/student-success-framework.pdf

The framework focuses on a team approach to supporting students and comprises four pillars: academic advisers, student experience teams, peer mentors, and students themselves.

6.1.1 Academic Advisor

Every student is allocated an Academic Advisor who provides academic advice and guidance to support your academic progress. You can find the name of your Academic Advisor via Liverpool Life. Your Academic Advisor will meet you when you begin your studies and regular meetings will be available with him/her in groups throughout your programme to discuss and review your progress.

You may ask your Academic Adviser to write your reference for employment/further study in your final year, so it is essential that you enable him/her to get to know you over the course of your studies by attending regular meetings.

You are expected to engage pro-actively with your Academic Adviser, Student Experience Team and Peer Mentors (if appropriate). You will also take responsibility for making and implementing plans, reviewing your achievements and reflecting on your progress in order to enhance your student experience with us and maximise your attainments and employability.

6.1.2 Student Experience Team (SET)

Student Experience Teams are based in Schools and are the main point of contact for advice and guidance unrelated to academic progress in a number of areas, including:

- Timetabling queries
- Programme or module information (including registering for or changing modules)
- Registration advice, including:
    - Programme transfer info: https://www.liverpool.ac.uk/student-administration/managing-my-studies/transferring-to-a-different-programme/
    - Interrupting your studies (formerly 'suspendingyour studies') info: https://www.liverpool.ac.uk/student-administration/managing-my-studies/suspending-my-studies/
    - Withdrawal from Studies info: https://www.liverpool.ac.uk/student-administration/managing-my-studies/leaving-your-programme-early/
- Assessment arrangements
- Progression advice during and following examination periods
- Engagement monitoring (more information provided once teaching has started)
- Extracurricular and placement activity
- Welfare and pastoral queries or concerns, e.g. extenuating circumstances
- Student mobility including Semester Abroad, Year in China, Year Abroad, Year in Industry and Summer programmes

Your Student Experience Team can be contacted via phone, email, MS Teams or in person. The office is open daily from 09:15 - 16:45. You are welcome to call at any time during opening hours. The office also remains open during vacations apart from the Christmas vacation.

The SET can help whatever the query and so please don't ever hesitate to contact them. Especially if you are experiencing serious difficulties with any aspect of University life, they will be able to provide advice and support with welfare and pastoral concerns, ensuring that you are guided to the most appropriate specialised support for your needs.

The Student Experience Team (SET) is operating in a hybrid way, meaning that you can come along to the office to speak to members of the Team face-to-face or get in touch via email, telephone or MS Teams. If you wish to arrange a virtual or face-to-face meeting with one of the SE Team members please either send an Outlook meeting request or an email with the subject 'Confidential meeting required' to studyenq@liverpool.ac.uk if you are an Electrical Engineering & Electronics student or csstudy@liverpool.ac.uk if you are a Computer Science student. **Please ensure you include your full name and student ID when requesting meetings.**

6.1.4 Technical Support Staff

The Technical Support Staff offer support for the teaching and research activities of each Department.

For Electrical Engineering & Electronics the Departmental teaching laboratories are situated on the 3rd & 4th Floor of the Electrical Engineering and Electronics building. These labs are staffed by experienced technicians who assist both each other and all students during peak times as well as during standard lab sessions.

Additional support for the teaching laboratories is supplied by the Departmental workshops as necessary. Any requests for such support must be requested via the appropriate teaching laboratory technician as indicated above. You must not contact the workshops directly.

For health and safety reasons the 3rd & 4th Floor laboratories are open as per the published laboratory time tables only. The 4th floor Lab is open outside the appropriate timetabled sessions but access is restricted to Year 3, Year 4 and MSc Students only to allow them to undertake their project work.

Outside of the timetabled sessions, your primary technical support contact can be contacted via email or by telephoning the appropriate number indicated above.

For Department of Computer Science computer systems technical support staff can be contacted directly via the Helpdesk, via email CSC-HelpDesk@liverpool.ac.uk.

6.1.5 Senior Tutor

We will advise you further who acts as Senior Tutor and can advise students on how to appeal against decisions made by Progress Committees.

6.1.6 UG Peer Mentor

Peer Mentors are existing students who have been recruited by the University and specially trained to provide a 'near peer' welcome to new students during the first few months at University. They will help students to settle in to their new surroundings while assisting in the transition to higher education. Peer Mentors are based within Schools and will focus on:

- Improving retention
- Reducing feelings of isolation
- Increasing belongingness within the University community
- Strengthening cohort identity and developing key friendships at an early stage

6.1.7 Student Services

The University's Student Services offer comprehensive support and welfare services to students through two teams. Student Welfare Advice and Guidance can offer you advice, support and information on a wide range of non-academic issues including finance, disability, issues relating to your general welfare and support for international students. Counselling and Mental Health Advisory Service is here to help you address personal or emotional problems that get in the way of realising your full academic and personal potential. You can contact Student Services by calling 0151 795 1000 and email addresses are available on the Student Services website. The University also has a free online 24/7 support service through Health Assured 24/7, which students can access via this link: Health Assured - Student Services - University of Liverpool . Students can independently contact central Student Services at any time during their studies; more information is available here: Student Support

6.1.8 Departmental Disability and Dyslexia Contact (DDC)

Each Department has a contact for this who can provide advice if you have a disability and need any support. For further information please visit the Disability Advice and Guidance page https://www.liverpool.ac.uk/studentsupport/disability/

- Electrical Engineering & Electronics: Prof Jason Ralph (Jfralph@liverpool.ac.uk)
- Computer Science: Mr Phil Jimmieson (phil@liverpool.ac.uk)

6.1.9 Student Support Information Sheet (SSIS, also known as Support Plan)

Each Department has a A student support information sheet (SSIS) is the document that details your recommended reasonable adjustments (i.e. your support) for your studies, in consultation with you. With your consent, your SSIS will be shared with appropriate members of staff, to enable your support to be implemented. This is arranged by the University's Disability Advice and Guidance Team. More information regarding this can be accessed via https://www.liverpool.ac.uk/studentsupport/disabled-students/student-support-information-sheet/.

If you wish to discuss this further or require additional information, please contact your Academic Advisor or the Student Experience Team.

6.2 Study Facilities

6.2.1 Computer Science Student Common Room and Private Study Area

Room H212 of the George Holt Building has been designated the student common room and private study area. This room is open during normal working hours.

This room also has Wi-Fi provision allowing you to gain access to the internet from your laptop.

You are permitted to eat and drink in this room and use it for social gatherings. You are responsible for keeping this area clean and tidy and also by disposing of any rubbish in the bins provided.

6.2.2 Electrical Engineering and Electronics 5th floor

The area outside the Student Experience Team office on the fifth floor of the EEE building is referred to as the Reading Room and this is available for private/group study.

6.2.3 Meeting Rooms

The Computer Science Department has two meeting rooms in the Ashton Building (rooms 101 and 208) which are available for project related activity including group project meetings as well as group study. An electronic booking system is used which allows students to check the availability of a room and request hourly slots electronically. The Computer Science Student Experience Team will approve or decline the request and you will receive an automated e-mail to inform you of the decision. The electronic room booking system is available via the Computer Science portal at https://cgi.csc.liv.ac.uk/~paddy/portal_new/login.php

6.3 Computing Facilities in Computer Science

The Department has around 300 computer workstations and servers, all networked together and connected to the wider University network and the global Internet. The facilities provide a full range of Microsoft Windows, Linux, and Apple Macintosh computing environments, as well as a selection of departmental network services. These are available to staff and students attending Computer Science modules, and are in addition to the University-wide computing facilities provided by the Computing Services Department.

Most of the workstations provided for student use are PCs running the MWS Windows 10 operating system. These also provide networked access to a set of workstations running Scientific Linux, which can be used either via a command-line-based terminal session, or a full graphical desktop environment. There is also a laboratory of 30 Apple iMacs running the latest Mac OS.

All students have a personal file system for individual users' documents, programs, and their own data, which only they can access. These user files are backed up daily, to provide protection against accidental loss. Students attending Computer Science modules also have additional file-store for use with Unix/Linux systems and for personal web pages.

Students and staff also have access to the full range of University facilities provided by the IT Services Department, including printing (allowing output to be retrieved from anywhere across the campus), and email.

Other services available on request include database facilities (MySQL & Oracle), and collaborative management of source code and other documents (CVS, Subversion or git).

Some Computer Science facilities are administered separately from the IT Services maintained facilities, and access to these would need to be arranged explicitly. However, most Computer Science student facilities use the same username and password as the standard University-wide services.

6.3.1 Student Laboratories

There are five teaching laboratories located on the first floor of the George Holt Building dedicated for student use (1 Apple Mac lab and 4 PC labs).
In general, unless a given laboratory is booked for a scheduled class, the systems will be available for use by any student for working on practical assignments, private study or other activities relating to the degree programme. These laboratories will normally be open between 8:30 and 20:00, Monday to Friday during term time. Some of these labs may be closed for maintenance outside term time, but there would still be access to departmental computing facilities during normal working hours.

Faults with equipment or software should be reported to the technical support staff, so that they can be attended to promptly. You should not attempt to interfere with or move equipment.

You are asked to assist in keeping the computer labs tidy and pleasant to work in, by disposing of waste paper and other rubbish in the bins provided. **Food and drink may not be taken into the computer laboratories**.

6.3.2 Helpdesk Facilities

There are two distinct helpdesk facilities available to students.

1. Computer Science Helpdesk (CS Helpdesk)
2. IT Services ServiceDesk

The CS Helpdesk deals only with issues relating to CS facilities (including the George Holt teaching labs*[1.]), whereas the IT Services ServiceDesk deals with University-wide issues (such as email, printing, Liverpool Life, or all other PC teaching centres – such as in the libraries or halls).

The first point of contact for issues relating to the departmental computing facilities or other departmental technical issues should be addressed to the CS Helpdesk.

The CS Helpdesk can be contacted via email: csc-helpdesk@liverpool.ac.uk

The CS Helpdesk should be used to report problems with equipment or software packages. It may also be able to offer advice with general programming problems. The technical support staff are not necessarily familiar with the detailed contents of individual modules, so may not be able to assist with more specialised queries. Such issues should be directed to the relevant module co-ordinator and/or demonstrators.

All CS Academic issues (such as those relating to degree programs and individual modules) should be addressed to the Student Experience Team (SET) – email: csstudy@liverpool.ac.uk

The IT Services ServiceDesk can be contacted via email: servicedesk@liverpool.ac.uk.
However, the preferred means of contact for the IT Services ServiceDesk is via the self-service portal – https://servicedesk.liverpool.ac.uk/. This is particularly useful as it includes an interactive chat facility.

Further advice on the IT Services self-service portal can be found here:
https://www.liverpool.ac.uk/it/getting-help/self-service/

*[1.] *Strictly speaking the PCs and network equipment in these labs are owned by IT Services, but the lab spaces themselves fall under the responsibility of the Computer Science department.*

6.3.3 Responsible Use of Computers

All use of computing facilities within the University, both departmental and University-wide, are subject to the Regulations, policies, and guidelines for the use of IT facilities. These cover areas such as use of email and the web, teaching centres and laboratories, and the departmental, University and national academic computer networks. The full text of these regulations and policies are available at .

The following summary is intended to highlight some of the most pertinent points, but should not be taken as a complete statement of what is/is not acceptable use of the facilities. Students are expected to familiarise themselves with the full regulations and policies via the URL given above.

General

- Computing and network facilities are provided for registered users only. By registering for use of these facilities, students will have agreed to be bound by the Regulations for the Use of IT facilities.
- Use of these facilities will typically be authenticated by a username and password. Students must keep their password secure and secret, and must not allow anyone else to access computer facilities by way of their username. Similarly, students must not attempt to use the facilities through someone else's username, or attempt to find out another person's username/password combination.
- The computing facilities are provided to support University work. Limited use of email and web for personal and social purposes is tolerated, but such use should not become excessive, or interfere with or cause difficulties for other users.

Electronic Publishing (including Email and Web Pages)

- Material must not be sent by email or published on the web, in such a way as to obscure or hide the source of such material, or to claim an authority that it does not possess.
- Publication of material (including sending by email) must abide by the copyright of that material. In particular, material should not be published without obtaining the permission of the copyright owner.
- Material must not be published that is insulting, abusive or offensive, or that advocates or condones illegal activities.
- The computing facilities are provided to support a student's programme of academic work. It is not permitted to use them for commercial purposes (including advertising).

Use of Laboratories

- Use of Labs and other shared facilities should show consideration for other users of the system. Loud or unruly behaviour, or the display of questionable material is not acceptable.

- Food and drink may not be taken into the Laboratories. Smoking is not permitted anywhere in the Department.
- Users must not attempt to open, move, disconnect or in any other way tamper with or attempt to destroy or damage any equipment. Headphones and USB devices may be connected to the front panel of a PC, but users must not otherwise connect any items of equipment to any part of the departmental computing facilities without first clearing this with the technical staff.
- Systems must not be left unattended. If students need to leave a terminal, they should either lock the screen (for a short absence) or log out of the system.
- The playing of computer games is not permitted at any time, unless specifically authorised for academic purposes.

Use of Networks

- All use of the departmental network must abide by the Regulations for Use of IT Facilities, and (where relevant) the JANET Acceptable Use policy.

6.3.4 Laptops

All software required for Computer Science modules is available and configured on the computers in the Computer Science teaching labs. Most of this is also available across all University teaching labs (although some packages may need to be explicitly activated via 'Install University Applications') It is not necessary to have access to a personal computer in order to study CS programmes.

Some students find it convenient to work on their own systems, and many packages are available at little or no cost. The module coordinator can advise as to what software might be needed for that module. However, it is important to check that assignments written on your own personal equipment also work as expected on CS facilities, **before** handing them in. This is particularly important for the final year project.

Certain modules (particularly COMP282 and COMP329) require specialist facilities, typically only available within the Computer Science department.

Wi-Fi connectivity is available across the university – see http://wifi.liverpool.ac.uk for details.

6.4 Nursing Mothers

The School of EEE & CS has a room dedicated for nursing mothers, which also contains a small fridge for anyone wanting to store expressed milk. This room is located on the right hand corridor of the ground floor of EEE A Block. If you are unsure where this is the Computer Science Student Experience Team can direct you. The keycode for the room can be obtained from either Jane Gallagher (barneyb@liverpool.ac.uk, 0151 795 4297) or the EEE Building Manager whose contact details are at the reception desk in the EEE building.

Disclaimer

We make every effort to ensure the accuracy of this Handbook. However, it should be noted that the matters covered are subject to change from time to time. Where changes occur, we will endeavor to update this version as soon as possible.