## Contents

WELCOME ............................................................................................................................................. 1  
  WELCOME FROM THE EXECUTIVE DEAN ......................................................................................... 1  
  WELCOME FROM THE HEAD OF SCHOOL/PROGRAMMES ................................................................. 1  
STUDENT CHARTER ............................................................................................................................. 2  
SII KEY DATES (in China) ..................................................................................................................... 5  
KEY DATES (in the UK) ......................................................................................................................... 5  
THE TIMETABLE .................................................................................................................................. 6  
  ATTENDANCE AT TIMETED SESSIONS ............................................................................................... 6  
  STAFF ABSENCE FROM TIMETED SESSIONS .................................................................................... 7  
COMMUNICATION .............................................................................................................................. 7  
  KEY CONTACTS AT SII (ACADEMIC) .................................................................................................. 7  
    HOW TO CONTACT A MEMBER OF ACADEMIC STAFF ................................................................. 8  
  KEY CONTACTS AT SII (ADMINISTRATION) ....................................................................................... 8  
  KEY CONTACTS AT SURREY (ACADEMIC) ........................................................................................ 8  
  KEY CONTACTS AT SURREY (ADMINISTRATION) .............................................................................. 9  
    ADMINISTRATION OFFICES ............................................................................................................ 9  
    HOW WE WILL CONTACT YOU ....................................................................................................... 10  
    KEEPING US UP TO DATE ................................................................................................................ 11  
REGULATIONS AND POLICIES ........................................................................................................... 11  
  ADDITIONAL POLICIES .................................................................................................................... 11  
  RELIGIOUS OBSERVANCE .................................................................................................................. 11  
TEACHING AND LEARNING .............................................................................................................. 12  
  QUALIFICATIONS FRAMEWORK ......................................................................................................... 12  
  PROGRAMME AIMS AND OBJECTIVES .............................................................................................. 12  
  LEARNING OUTCOMES ...................................................................................................................... 15  
  PROGRAMME STRUCTURE AND ORGANISATION ............................................................................ 16  
  MODULE INFORMATION ...................................................................................................................... 18  
  PROGRESSION FLOW CHART ............................................................................................................... 19  
  AWARDS AND CLASSIFICATIONS ...................................................................................................... 19  
    GRADE POINT AVERAGE ................................................................................................................ 20  
    TEACHING METHODS ...................................................................................................................... 21  
    LECTURE NOTES ............................................................................................................................. 22  
    BUSINESS RESEARCH PROJECT .................................................................................................... 22  
    MAKING YOUR UNIVERSITY STUDIES A SUCCESS ...................................................................... 22  
    ACADEMIC INTEGRITY .................................................................................................................... 27  
  ACADEMIC MISCONDUCT ................................................................................................................... 27  
    PROFESSIONAL DEVELOPMENT PLANNING (PDP) ..................................................................... 29  
ASSESSMENT ....................................................................................................................................... 30  
  GRADE DESCRIPTORS ....................................................................................................................... 31  
  REFERENCING GUIDELINES ............................................................................................................... 31
WELCOME

WELCOME FROM THE EXECUTIVE DEAN

You are joining the Faculty of Arts and Social Sciences at a remarkable moment. Across the globe, we face powerful contrasts between economic miracle and crisis, social opportunity and upheaval. In ever-increasing numbers, young people seek through education the skills and knowledge fundamental to understanding the challenges they and their societies face.

I am continually impressed and inspired by the ideals and commitment of our students. Aspiring entrepreneurs and artists; lawyers and economists, actors, musicians; researchers and teachers; they look to create the art, the businesses and the communities that will make for a better future.

Our students also know that strong ideals must be coupled with excellence in practice. You will study the theory and history of your subject, while working on practical problems. You will have the opportunity to participate in our renowned professional training year. Knowing how to do a job is a necessary pre-requisite to being able to improve it.

Our learning community is global. Our staff are as diverse as our student body. We speak dozens of languages and offer each other the learning that comes from our remarkably different backgrounds. I encourage you to take full advantage of all we offer each other and equip yourself with skills, values, and the professional expertise that will carry you into a successful future.

Professor Graham Miller

WELCOME FROM THE HEAD OF SCHOOL/PROGRAMMES

Introduction from the Head of the Surrey Business School

I am delighted to welcome you to Surrey Business School. We are proud of the hard work you have put in to secure your place here. This is an incredibly exciting time to be studying business and learning to practice the skills of management. In an increasingly turbulent environment we all face the challenge of building organizations that are economically and environmentally sustainable as well as innovative and entrepreneurial.

Surrey Business School offers you the opportunity to analyse and evaluate these complex business challenges and plan how best to respond to them. As a member of our academic community you will have access to staff at the cutting edge of business research, to career development opportunities that will add value to your personal profile, and to a range of extra-curricular activities designed to stimulate new thinking and encourage active participation in business-relevant activities.

The quality of your School is recognised by international accreditation bodies such as AMBA and AACSB and by our position in the top 10 of league tables such as The Guardian where our Business programs are ranked 2nd in the UK. Most importantly, we welcome your contribution to our activities: your ideas, suggestions and
involvement are what will make your time here productive - and fun. We want to work with you to create the best business education possible.

Professor Andy Adcroft, Head of Surrey Business School

**Introduction from the Head of the School of Hospitality & Tourism Management**

Welcome to the School of Hospitality and Tourism Management.

The University of Surrey is globally recognised to be amongst the very best places for the study and research of tourism, hospitality and events and within the UK and Europe we are consistently ranked number one for our programmes. We have been teaching and researching the tourism and hospitality industries for over 40 years, and have seen our graduates move into some of the most senior positions in those industries. We have very strong connections with industry, ensuring that you, our students, are able to get good jobs that are enjoyable as well as personally and socially rewarding.

All staff within the School of Hospitality and Tourism Management teach as well as research. Our staff are some of the most sought after anywhere in the world and are responsible for writing many of the main textbooks used. In the 2014 Research Excellence Framework, the world-leading nature of our publications and research impact was highlighted by the panel, as was our PhD programme, level of esteem with which we are held by our peers and strong connection with industry. The entry tariff required for students to study at Surrey is higher than anywhere else in the UK, and our facilities are amongst the very best in the world. Hospitality and tourism at the University of Surrey is truly world-class.

I am delighted to be able to welcome you to our school, and wish you well with your studies,

Dr Caroline Scarles

**STUDENT CHARTER**

*University of Surrey Student Charter*

The University of Surrey is a world class, research intensive institution which places a high value on teaching, scholarship, enterprise and innovation. Our core values, shared by students and staff alike, are excellence, collegiality, professionalism and integrity. During your studies here, you will have the opportunity to interact proactively with recognised leaders in scholarship and research. You will also have the opportunity to develop your personal skills and those necessary for the world of work.

University staff in academic and support departments and the Students’ Union work very closely together to ensure a high quality learning experience/environment within a supportive and safe community. We place a strong emphasis on mutual respect between staff and students, and our campus provides a warm and friendly learning environment. The University and the Students Union offer a wide range of extra-curricular opportunities for students as well as support and guidance as and when required. You will be encouraged to provide feedback on all aspects of your academic and non-academic experiences either individually or via elected student representatives.
The University undertakes to provide:

- High quality staff, teaching and research support; academic advice and guidance; a Personal Tutor or Research Supervisor for each student;
- A high quality, relevant and improving academic experience for all students;
- High quality library, IT, laboratory and teaching facilities;
- Access to a wide range of activities that will enhance personal development and employability;
- A range of services ensuring students feel supported when necessary;
- Regular opportunities for students to feedback and a proactive approach towards enhancing the student experience;
- A safe working environment.

You undertake to:

- Do your very best; to strive to succeed and to fully engage in a positive way with all aspects of your studies;
- Take full responsibility for managing your own independent learning and personal development;
- Actively participate in sessions specified for your programme of studies or research and submit all assessed work by stated deadlines;
- Read the student handbook and comply with the general and assessment regulations and terms and conditions governing your studies or research programme;
- Give constructive feedback on your University experience at all levels;
- Regularly check and respond, in a timely manner, to University emails, letters and other communications from staff and student representatives;
- Make appropriate use of the student union provision for student representation on formal decision making bodies and the staff/student committees of your faculty;
- Treat fellow students, staff and your environment with respect; in the context of the institution’s diverse and multicultural community;
- Be aware of responsibilities for the health and safety of yourselves and others;
- Make prompt payment of tuition and all other fees charged by the institution.
The Students Union undertakes to:

- Offer students a means to feedback to the University and to enable continuous improvement of the services provided;
- Support students to ensure they receive fair treatment, are treated equally and are aware of their rights and responsibilities;
- Assist students with academic and welfare problems;
- Provide a range of sports clubs, societies and other activities to enhance personal development, meet other students and develop hobbies and interests;
- Support students in engaging with the community;
- Represent the interests of all students at local, regional and national level.

The University undertakes to provide all students with the following information:

- Lecture and examination timetables in good time;
- Clear deadlines and timeframes for feedback on submitted work;
- A handbook containing information relating to your programme such as academic regulations, exams, appeals, complaints and late submissions;
- Programme tuition fees and payment options;
- Student welfare and support.

Date approved by Senate: 6 July 2016

President and Vice-Chancellor  
President of Students’ Union

Our Student Charter gives a summary of our aspirations and expectations for each other at the University of Surrey. It is not, however, a legally binding contract and it is not intended either to define or limit the legal rights and responsibilities of the University of Surrey, the University of Surrey Students Union and each student. All students should ensure that they are aware of all documents published by the University of Surrey and the Students Union which relate in any way to being a registered student and/or a member of the students’ union (including the Charter, Statutes and Ordinances and all regulations, policies, procedures, protocols and guidelines issued by the University of Surrey and/or the Students Union from time to time).
### SII KEY DATES (in China)

#### Semester dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Academic Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>29th Aug - 2nd Sep 2016</td>
<td>UG Induction week for new Level 2 students</td>
</tr>
<tr>
<td>2nd Sep 2016</td>
<td>UG Induction for returning Level 3 students</td>
</tr>
<tr>
<td>5th Sep 2016</td>
<td>Autumn Semester teaching begins</td>
</tr>
<tr>
<td>3rd Oct 2016</td>
<td>Reading Week</td>
</tr>
<tr>
<td>25th Nov 2016</td>
<td>Autumn Semester ends</td>
</tr>
<tr>
<td>28th Nov 2016</td>
<td>Revision Week</td>
</tr>
<tr>
<td>5th-16th Dec 2016</td>
<td>Undergraduate examinations</td>
</tr>
<tr>
<td>19th Dec 2016-26th Feb 2017</td>
<td>Winter Vacation</td>
</tr>
<tr>
<td>27th Feb 2017</td>
<td>Semester 2 teaching begins</td>
</tr>
<tr>
<td>19th May 2017</td>
<td>End of Spring Semester</td>
</tr>
<tr>
<td>22nd May 2017</td>
<td>Revision week</td>
</tr>
<tr>
<td>29th May -16th June 2017</td>
<td>Undergraduate examinations</td>
</tr>
<tr>
<td>19th June-27th Aug 2017</td>
<td>Summer Vacation</td>
</tr>
<tr>
<td>TBC</td>
<td>Late Summer Re-sits Examination</td>
</tr>
</tbody>
</table>

### KEY DATES (in the UK)

#### Semester dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Timetabling week</th>
<th>Academic activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>26/09/2016-30/09/2016</td>
<td>4</td>
<td>Welcome Week</td>
</tr>
<tr>
<td>03/10/2016-16/12/2016</td>
<td>5-15</td>
<td>Semester One - Teaching</td>
</tr>
<tr>
<td>19/12/2016-01/01/2017</td>
<td>16-18</td>
<td>Winter Vacation</td>
</tr>
<tr>
<td>09/01/2017-13/01/2017</td>
<td>19</td>
<td>Semester One - Revision Week</td>
</tr>
<tr>
<td>16/01/2017-27/01/2017</td>
<td>20 &amp; 21</td>
<td>Semester One - Exam Period</td>
</tr>
<tr>
<td>30/01/2017-03/02/2017</td>
<td>22</td>
<td>Semester One - Reading Week</td>
</tr>
<tr>
<td>06/02/2017-31/07/2017</td>
<td>23-30</td>
<td>Semester Two - Teaching</td>
</tr>
<tr>
<td>03/04/2017-28/04/2017</td>
<td>31-34</td>
<td>Spring Vacation</td>
</tr>
<tr>
<td>01/05/2017-19/05/2017</td>
<td>35-37</td>
<td>Semester Two - Teaching</td>
</tr>
<tr>
<td>22/05/2017-26/05/2017</td>
<td>38</td>
<td>Semester Two - Revision Week</td>
</tr>
<tr>
<td>29/05/2017-16/06/2017</td>
<td>39-41</td>
<td>Semester Two - Exam Period</td>
</tr>
<tr>
<td>19/06/2017-18/08/2017</td>
<td>42-50</td>
<td>Summer Vacation</td>
</tr>
<tr>
<td>21/08/2017-01/09/2017</td>
<td>51&amp;52</td>
<td>Late Summer Re-Assessments</td>
</tr>
</tbody>
</table>

#### Public holidays

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 December 2016</td>
<td>Christmas Day</td>
</tr>
<tr>
<td>26 December 2016</td>
<td>Boxing Day</td>
</tr>
<tr>
<td>27 December 2016</td>
<td>Bank Holiday</td>
</tr>
<tr>
<td>1 January 2017</td>
<td>New Year’s Day</td>
</tr>
<tr>
<td>2 January 2017</td>
<td>Bank Holiday</td>
</tr>
<tr>
<td>14 April 2017</td>
<td>Good Friday</td>
</tr>
<tr>
<td>17 April 2017</td>
<td>Easter Monday</td>
</tr>
<tr>
<td>1 May 2017</td>
<td>Early May Bank Holiday</td>
</tr>
<tr>
<td>29 May 2017</td>
<td>Spring Bank Holiday</td>
</tr>
<tr>
<td>28 August 2017</td>
<td>Summer Bank Holiday</td>
</tr>
</tbody>
</table>
### University closure days

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>28 December 2016</td>
<td></td>
</tr>
<tr>
<td>29 December 2016</td>
<td></td>
</tr>
<tr>
<td>30 December 2016</td>
<td></td>
</tr>
<tr>
<td>13 April 2017</td>
<td></td>
</tr>
<tr>
<td>18 April 2017</td>
<td></td>
</tr>
<tr>
<td>19 April 2017</td>
<td></td>
</tr>
</tbody>
</table>

### THE TIMETABLE

The teaching day at SII runs from 8am to 5:30pm Monday, Tuesday, Wednesday, Thursday and Friday

For new students, the timetables will also be made available to you during your induction programme. For continuing students, we will endeavour to provide your timetable within 4 weeks in advance of your return date.

The timetable will be change every semester and will also be available on SII website at [http://www.surrey.dufe.edu.cn/](http://www.surrey.dufe.edu.cn/) as well as on SurreyLearn [http://www.surrey.ac.uk/currentstudents/it/timetable/](http://www.surrey.ac.uk/currentstudents/it/timetable/)

**It is expected that you must attend all lectures, tutorials and seminars** that you are timetabled for.

Timetabling is extremely complex. It has to take into account room availability, teaching requirements, student availability, and the numerous other programmes and levels to be slotted in. If there are large gaps in your timetable it is not intentional. Where possible, lectures and tutorials are grouped, however due to the constraints this is not always possible. If there is an obvious improvement that could be made to your timetable, and a room and the lecturer is available, inform your Student Representative in order to see what can be done.

The timetable tells you the time, day and week each lecture, tutorial and seminar is running. You will also see the module code, the location of the class and the name of the lecturer teaching the programme (please note that when a programme is shared between a number of lecturers, they may not all be listed on the timetable.).

Rooms on the timetable are described as follows:

- Locations are identified by a combination of numbers and letters: the first location identifies the building, the letters identify the room, and the last numbers identify the room number. For example, Lijin 216 would be Room 216, Building Lijin.

### ATTENDANCE AT TIMETABLED SESSIONS

The University Regulations require that students participate fully in the work of their programme. Where a student fails to participate in the learning opportunities available the University will make enquiries in to their participation and attendance and where there are no extenuating circumstances may terminate the student registration on the programme.
You are required to be present at the University throughout the whole of the 30 weeks of the academic year for undergraduate programmes, and all year for postgraduate taught programmes. The academic year comprises 2 semesters, each containing: 11 weeks of teaching, 1 revision week, 2 examination weeks, 1 reading week (in semester 2 there is no reading week but 3 weeks of examinations). You must not take on work, arrange holidays, or go home before the end of the semester.

Please note, if examinations are required to be rescheduled (for example due to adverse weather), they may be re-scheduled into any week of the semester.

In the event of unforeseen disruption (e.g. adverse weather), unless the University is closed for academic purposes, the timetable will continue as previously advertised. If you are unable to attend any lectures in these circumstances you will need to catch up once you have returned to campus.

Options to assist those missing lectures will include:
- lectures being posted on SurreyLearn wherever possible
- repeat or revision lectures (if possible and as appropriate)
- hand-outs and lecture presentations to be made readily available

**STAFF ABSENCE FROM TIMETABLED SESSIONS**

On rare occasions a staff member may not be able to attend a scheduled session due to unforeseen circumstances. SII Registry Office will make every effort to inform you in advance by email, on SII Website, and a notice on the teaching room door; you will be informed about rescheduled sessions in due course.

If you have not been notified of an absence and a member of staff has not arrived fifteen minutes after the scheduled start time of a timetabled class, you should contact SII Registry Office (0411-84710005).

**COMMUNICATION**

**KEY CONTACTS AT SII (ACADEMIC)**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>ROOM</th>
<th>NAME</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean</td>
<td>202</td>
<td>Dr Gary Rivers</td>
<td><a href="mailto:g.rivers@surrey.ac.uk">g.rivers@surrey.ac.uk</a></td>
</tr>
<tr>
<td>Programme Leader + Lecturer (Teaching)</td>
<td>203</td>
<td>Dr Raymond Cairo</td>
<td><a href="mailto:r.cairo@surrey.ac.uk">r.cairo@surrey.ac.uk</a></td>
</tr>
<tr>
<td>Lecturer (Teaching)</td>
<td>203</td>
<td>Dr Humberto Gumeta</td>
<td><a href="mailto:h.gumeta@surrey.ac.uk">h.gumeta@surrey.ac.uk</a></td>
</tr>
<tr>
<td>Lecturer (Teaching)</td>
<td>203</td>
<td>Dr Vivi Maltezou</td>
<td><a href="mailto:v.maltezou@surrey.ac.uk">v.maltezou@surrey.ac.uk</a></td>
</tr>
<tr>
<td>Programme Leader + Lecturer (Teaching)</td>
<td>203</td>
<td>Dr J Neil Scott</td>
<td><a href="mailto:jn.scott@surrey.ac.uk">jn.scott@surrey.ac.uk</a></td>
</tr>
<tr>
<td>Lecturer (Teaching)</td>
<td>203</td>
<td>Dr Samrat Hazra</td>
<td><a href="mailto:s.hazra@surrey.ac.uk">s.hazra@surrey.ac.uk</a></td>
</tr>
<tr>
<td>Lecturer (Teaching)</td>
<td>201</td>
<td>Dr Waquar Ahmad</td>
<td><a href="mailto:wa0004@surrey.ac.uk">wa0004@surrey.ac.uk</a></td>
</tr>
<tr>
<td>Lecturer (Teaching)</td>
<td>201</td>
<td>Dr Jashim Khan</td>
<td><a href="mailto:j.a.khan@surrey.ac.uk">j.a.khan@surrey.ac.uk</a></td>
</tr>
</tbody>
</table>
HOW TO CONTACT A MEMBER OF ACADEMIC STAFF

The list of Surrey academics is provided above. This includes both the room in which they based at the Lijin Building together with their email addresses. If you have any difficulties in contacting a member then please let the Surrey Programme Administrator know of this situation and she will try and assist. The Surrey Programme Administrator is located in room 209 of the Lijin Building and can be contacted on +86-411-84710211.

**KEY CONTACTS AT SII (ADMINISTRATION)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Gary Rivers</td>
<td><a href="mailto:g.rivers@surrey.ac.uk">g.rivers@surrey.ac.uk</a></td>
</tr>
<tr>
<td>Ms Regina Yuan</td>
<td><a href="mailto:regina.yuan@surrey.ac.uk">regina.yuan@surrey.ac.uk</a></td>
</tr>
<tr>
<td>LIU Fang (Ms)</td>
<td><a href="mailto:liufang@dufe.edu.cn">liufang@dufe.edu.cn</a></td>
</tr>
<tr>
<td>Mr. YIN Tao</td>
<td><a href="mailto:yintao@dufe.edu.cn">yintao@dufe.edu.cn</a></td>
</tr>
</tbody>
</table>

You should contact the SII Student Affairs Office if you experience personal difficulties, such as illness, which may result in you requiring additional time to complete assignments or projects, or perhaps if you need a temporary programme suspension or even if you are requesting to withdraw from the programme. You must complete an extenuating circumstances form (located in SurreyLearn). Paperwork should be submitted initially to SII DUFE Registry Office along with the relevant, supporting documentation, such as a medical certificate.

SII DUFE Surrey International Institute  
Dongbei University of Finance and Economics  
No 217 Jianshan Street  
Shahekou District, Dalian  
China, 116025

**KEY CONTACTS AT SURREY (ACADEMIC)**

<table>
<thead>
<tr>
<th>Title/Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Executive Dean of the Faculty of Arts and Social Sciences</td>
<td>Prof. Graham Miller</td>
<td><a href="mailto:g.miller@surrey.ac.uk">g.miller@surrey.ac.uk</a></td>
</tr>
<tr>
<td>Interim Head of Surrey Business School</td>
<td>Prof. Andy Adcroft</td>
<td><a href="mailto:A.Adcroft@surrey.ac.uk">A.Adcroft@surrey.ac.uk</a></td>
</tr>
<tr>
<td>Interim Head of School of Hospitality &amp; Tourism Management</td>
<td>Dr Caroline Scarles</td>
<td><a href="mailto:c.scarles@surrey.ac.uk">c.scarles@surrey.ac.uk</a></td>
</tr>
<tr>
<td>Associate Dean,</td>
<td>Dr Anita Eves</td>
<td><a href="mailto:A.Eves@surrey.ac.uk">A.Eves@surrey.ac.uk</a></td>
</tr>
</tbody>
</table>
Learning & Teaching

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean (SII)</td>
<td>Dr Gary Rivers</td>
<td><a href="mailto:g.rivers@surrey.ac.uk">g.rivers@surrey.ac.uk</a></td>
</tr>
<tr>
<td>Associate Dean (International)</td>
<td>Prof Jane Hemsley-Brown</td>
<td><a href="mailto:j.hemsley-brown@surrey.ac.uk">j.hemsley-brown@surrey.ac.uk</a></td>
</tr>
<tr>
<td>Director of Undergraduate Studies</td>
<td>Ms Jill Nurse</td>
<td><a href="mailto:j.nurse@surrey.ac.uk">j.nurse@surrey.ac.uk</a></td>
</tr>
<tr>
<td>Programme Leader BM (year 2)</td>
<td>Dr Ioanna Anninou</td>
<td><a href="mailto:i.anninou@surrey.ac.uk">i.anninou@surrey.ac.uk</a></td>
</tr>
<tr>
<td>Programme Leader BM (year 3)</td>
<td>TBC</td>
<td></td>
</tr>
<tr>
<td>Programme Leader ITM (all years)</td>
<td>Dr Albert Kimbu</td>
<td><a href="mailto:a.kimbu@surrey.ac.uk">a.kimbu@surrey.ac.uk</a></td>
</tr>
</tbody>
</table>

KEY CONTACTS AT SURREY (ADMINISTRATION)

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASS Student Services Manager</td>
<td>Helen Taylor</td>
<td><a href="mailto:helen.taylor@surrey.ac.uk">helen.taylor@surrey.ac.uk</a></td>
</tr>
<tr>
<td>FASS Student Administration Manager</td>
<td>Mr Gary Gould</td>
<td><a href="mailto:g.gould@surrey.ac.uk">g.gould@surrey.ac.uk</a></td>
</tr>
<tr>
<td>FASS Senior Administrative Officer and DUFES Administrator</td>
<td>Miss Alex Major</td>
<td><a href="mailto:a.major@surrey.ac.uk">a.major@surrey.ac.uk</a></td>
</tr>
<tr>
<td>FASS Surrey Business School Administrative Officer</td>
<td>Mr Phil Parry</td>
<td><a href="mailto:p.parry@surrey.ac.uk">p.parry@surrey.ac.uk</a></td>
</tr>
<tr>
<td>FASS School of Hospitality and Tourism Management Administrative Officer</td>
<td>Ms Lina Zorn</td>
<td><a href="mailto:l.zorn@surrey.ac.uk">l.zorn@surrey.ac.uk</a></td>
</tr>
<tr>
<td>UG Examinations &amp; Assessment Officer (SBS)</td>
<td>Mrs Ellie Taflanidou</td>
<td><a href="mailto:e.taflanidou@surrey.ac.uk">e.taflanidou@surrey.ac.uk</a></td>
</tr>
<tr>
<td>UG Examinations &amp; Assessment Officer (SHTM)</td>
<td>TBC</td>
<td></td>
</tr>
</tbody>
</table>

ADMINISTRATION OFFICE

Faculty of Arts and Social Sciences

Contact details
FASS Faculty Student Services
01 AD 02
University of Surrey
Guildford
Surrey, GU2 7XH
UK
Telephone: +44 (0)1483 682124
Email: FASShelp@surrey.ac.uk

Opening Hours
Monday – Friday - 09:00-17:00
Saturday & Sunday - Closed
University Holidays - Closed
It is expected that you will refer to this handbook for answers to your questions. However, providing the Student Handbook has been checked, the Student Helpdesk should be the initial point of contact for programme related queries or to provide further clarification on the information contained within this handbook.

HOW WE WILL CONTACT YOU

The School communicates with students using a variety of methods, depending upon the content and the situation. Urgent information will be emailed to students, so it is vital that all students ensure that they check their University email account on a daily basis.

Email

All students are automatically allocated a (free) University email account. Students are expected to make use of this account, and will be contacted by staff at this email address. **Staff will not use private email addresses for students.**

Please note the following:

- All internal emails sent from the School or Faculty to a student’s email address will be presumed to have been read by the student.
- It is each student’s responsibility to ensure that they can access their email and that they check messages regularly.
- All students are asked to state their name, level and degree programme and to enter the SUBJECT on any email.

Please also note that a student’s email account will automatically be cancelled if it is not used after a certain amount of time. If a student has an additional external email account which they intend to use they MUST make arrangements to access their University emails through this account. Instructions on how to do this can be found at: [http://www.surrey.ac.uk/currentstudents/it/email365/faqs/index.htm](http://www.surrey.ac.uk/currentstudents/it/email365/faqs/index.htm) under ‘Advanced features of Surrey365’. Students may also set up an email message during vacation or other periods away from the University: [http://www.surrey.ac.uk/currentstudents/it/email365/faqs/index.htm](http://www.surrey.ac.uk/currentstudents/it/email365/faqs/index.htm) under ‘Advanced features of Surrey365’.

Please remember that all students must be aware of the terms and conditions governing the use of the facilities provided by the IT Services Department. There are a number of Help Sheets available on the University web site at [http://www.surrey.ac.uk/currentstudents/it/index.htm](http://www.surrey.ac.uk/currentstudents/it/index.htm). To contact the IT User Support Helpdesk, telephone +44 1483 689898 or email [usersupport@surrey.ac.uk](mailto:usersupport@surrey.ac.uk).

You will hear from us via your Registrar at SII DUFE, Ms LIU Fang or via the Surrey Programme Administrator.

Internet

Students should familiarise themselves with the University Regulations for the Social Networking Policy which is available at: [www.surrey.ac.uk/learningandteaching/regulations](http://www.surrey.ac.uk/learningandteaching/regulations)
KEEPING US UP TO DATE

The name recorded on any transcript or certificate issued by the University will be the name in which the student was last registered. **It is your responsibility to notify the University at the first opportunity if your name is not recorded correctly** and not later than the date of the Senate Progression and Conferment Executive / at Admission, Progression and Examination Sub-Committee which your award is considered. If your name is not spelled correctly or is not in the correct order then notify the SII Registry as soon as possible.

REGULATIONS AND POLICIES

All programmes are subject to the University of Surrey General Regulations and Codes of Practice. When you register for your programme of study each year, you are agreeing to comply with the regulations and terms and conditions governing your studies.

It is therefore **your responsibility** to ensure you familiarise yourself with the regulations, they can be found at:

http://www.surrey.ac.uk/quality_enhancement/regulations/

Codes of Practice in operation for 2016/17 can be found at:

http://www.surrey.ac.uk/quality_enhancement/standards/

ADDITIONAL POLICIES

Full details available at:
www.surrey.ac.uk/currentstudents/regulations/regulations.htm

- Use of Illegal Drugs by Students
- Equal opportunities policy
- Harassment policy
- Smoking policy
- Social Network policy

RELIGIOUS OBSERVANCE

The University is a secular organisation and therefore privileges no religious faith or organisation. The University accords full respect to all religious faiths, beliefs and practices equally as they are represented at the University. It is recognised that students may experience conflict between the demands of religious observance and the formal timetabled contact and assessment on their programme of study.

Students wishing to request an adjustment to teaching or assessment arrangements should make their needs known to the Faculty (Director of Learning & Teaching or Associate Dean at SII) as soon as possible after initial registration. However, the constraints of scale in organisation of timetables may mean that it is not possible to adjust arrangements to meet with particular needs of faith groups.
The principal responsibility is on students to report any potential conflicts to their Director of Learning & Teaching (or equivalent) at the earliest possible opportunity.

Students should expect the University to take reasonable steps in considering requests for adjustments to arrangements (although it is recognised that the teaching and assessment timetables are constrained by a number of factors, special arrangements might be feasible without causing disruption to the process or breaching the security of assessment).

In considering a request from a student, Student Services & Administration staff will be able to obtain advice from the University, via the Chaplaincy, on aspects of the particular religious observance cited by the student.

Details on the University’s chaplaincy can be found at: http://www.surrey.ac.uk/currentstudents/faith/

**TEACHING AND LEARNING**

**QUALIFICATIONS FRAMEWORK**

The University follows the Quality Assurance Agency’s Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) in assigning its levels of study, these are as follows:

FHEQ Level 4 – undergraduate programme Year 1 (SII = Year 1 & 2)
FHEQ Level 5 – undergraduate programme Year 2 (SII = Year 3)
FHEQ Level 6 – undergraduate programme Year 3 (SII = Year 4)

Each level corresponds to a year’s full time study.

**PROGRAMME AIMS AND OBJECTIVES**

**Business Management**

The programme aims to:
- Be truly international
- Be grounded in an ethos of sustainability
- Develop individuals who are recognised as professionals in their field
- Reflect current industry practice and research themes
- Provide a professional, creative, dynamic and supportive learning environment
- Recognise the role of the wider university in supporting the development of the individual
- Be distinctive yet integrated and can be tailored to specialist interest
- Produce employable individuals who reflect the characteristics of the ‘Surrey Management Graduate’
On graduation, successful students will be:

**Thinkers** - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Achievers** - They get things done in an effective, efficient and timely manner. They demonstrate adaptability and resilience when coping with complexity, applying creativity appropriately.

**Communicators** - They understand and express ideas and information confidently and creatively in a variety of communication modes. They work effectively and willingly in collaboration with others.

**Inquirers** - They develop their natural curiosity and actively enjoy learning. They acquire the skills necessary to conduct inquiry and research and show independence in learning.

**Informed Risk-takers** - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

These graduates will strive to be:

**Knowledgeable** - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Open-minded** - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Balanced** - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Caring** - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Reflective** - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

**Principled** - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. They are brave and articulate in defending their beliefs.

**Professional** - They utilize their independent judgement within an ethical framework in carrying out their responsibilities. They demonstrate commercial awareness within an international context.
International Tourism Management

The programme aims to:

- Be truly international
- Be grounded in an ethos of sustainability
- Develop individuals who are recognised as professionals in their field
- Reflect current industry practice and research themes
- Provide a professional, creative, dynamic and supportive learning environment
- Recognise the role of the wider university in supporting the development of the individual
- Be distinctive yet integrated and can be tailored to specialist interest
- Produce employable individuals who reflect the characteristics of the ‘surrey hospitality and tourism management graduate’

The Philosophical Practitioner:

The School of Hospitality and Tourism Management (SHTM) strives to provide an excellent, world-leading learning and teaching environment that is both research- and industry-led in order to equip students with the necessary values and skills to embark on a successful, professional career in the Hospitality and Tourism sectors.

A graduate from SHTM will therefore be provided with the opportunities to develop the following skills and values:

- Graduates will be professional and knowledgeable of current industry practices. They will be provided the opportunity to develop a sense of professional community, culture and identity through a range of applied learning experiences. Through such experiences students will learn the value of effective leadership through partnerships and collaboration.
- Graduates will be encouraged to achieve excellence in scholarship.
- Graduates will be ethical and responsible in their behaviour and attitude. Their learning will be underpinned by issues of sustainability: social, environmental and economic awareness. They will be encouraged to become responsible, socially aware and inclusive in their understanding of business and society as they develop as honest professionals.
- Graduates will be encouraged to achieve excellence in personal and professional development and activity. They will recognise the importance of working to high standards to realise and retain excellence and quality in their chosen profession.
- Graduates will be encouraged to be confident and determined in their abilities. This will be grounded in an ability to critically analyse issues within their context and develop sound, rational solutions to problems identified. Such confidence will be grounded in ability and competence.
- Graduates will be encouraged to be creative and innovative. They should be constructive risk-takers: adaptive and forward-thinking with an understanding of existing and emergent industry trends. Graduates will be ambitious and enthusiastic.

In order to realise these values, graduates will be provided with the opportunities to develop and refine the following key skills:

- Critical thinking and analysis. Graduates will be encouraged to develop their ability to critically analyse both theoretical and applied material through a range of learning techniques.
• **Applied thinking.** By working in collaboration with a series of industry partners, graduates will have the opportunity to apply theory to practice. This will arise through several opportunities such as: guest lectures, seminars, case studies, applied dissertation, collaborative module provision with industry partners, simulations, internships, and professional training.

• **Reflective.** Graduates will be encouraged to reflect not only on their learning experience but on their personal and professional development throughout the course of their studies.

• **Problem-solving.** By working independently and in teams, graduates will build experience of both theoretical and applied problem-solving.

• **Team work.** Through group work graduates will be encouraged to develop the efficiency of their verbal and written communication skills, interpersonal skills, negotiation and time management skills. In doing so, they will be required to balance independent working with working in groups, to achieve deadlines to the highest standards possible.

• **Communication skills.** As indicated above, graduates will have a range of opportunities to refine their verbal and written communication skills. For example, presentation skills, ability to contribute constructively to discussions and debates both within group work and in class-based discussions, and use of technology (e.g. podcasting and website construction). They will develop written skills through essay and report writing in a range of contexts (e.g. theoretical essays through to devising business plans and industry-led projects). Such opportunities will also refine skills of editing, design and formatting that are essential in a professional career.

---

**LEARNING OUTCOMES**

**Business Management**

**Knowledge and Understanding**

- Demonstrate relevant knowledge and understanding of organisations, the external environment in which they operate and how they are managed
- Appreciate the effects of change on and within organisations and their likely responses.
- Demonstrate an understanding of the theory and practice of management
- Demonstrate a comprehensive and detailed knowledge of the key disciplines relevant to their chosen degree pathway

**Skills and other attributes - Intellectual / cognitive skills**

- Critically evaluate their knowledge and understanding of subject disciplines and the application of management approaches and techniques to industrial situations
- Select and apply multi-disciplinary management techniques to complex problems, analyse results, draw appropriate conclusions and present the results in an appropriate format
- Demonstrate an awareness of the ethical issues likely to arise in the conduct of business and professional practice and an ability to formulate solutions through dialogue with peers, clients, mentors and the wider community
- Recognise and acknowledge the full range of stake-holder interests in making management decisions and critically evaluate their impacts
Skills and other attributes - Key / transferrable skills

- Demonstrate professional levels of competence in a broad range of skills that are relevant to the needs of future managers, executives and other professionals, irrespective of their sector of operation, especially in the areas of communication; critical thinking, analysis and synthesis; numeracy; reasoning; presentation; computing; report writing; problem solving; research; interactive and group skills.

International Tourism Management

Knowledge and Understanding

- Demonstrate relevant knowledge and understanding of organisations, the external environment in which they operate and how they are managed
- Appreciate the effects of change on and within organisations and their likely responses.
- Demonstrate an understanding of the theory and practice of management
- Demonstrate a comprehensive and detailed knowledge of the key disciplines relevant to their chosen degree pathway

Skills and other attributes - Intellectual / cognitive skills

- Critically evaluate their knowledge and understanding of subject disciplines and the application of management approaches and techniques to industrial situations
- Select and apply multi-disciplinary management techniques to complex problems, analyse results, draw appropriate conclusions and present the results in an appropriate format
- Demonstrate an awareness of the ethical issues likely to arise in the conduct of business and professional practice and an ability to formulate solutions through dialogue with peers, clients, mentors and the wider community
- Recognise and acknowledge the full range of stakeholder interests in making management decisions and critically evaluate their impacts

Skills and other attributes - Key / transferrable skills

- Demonstrate professional levels of competence in a broad range of skills that are relevant to the needs of future managers, executives and other professionals, irrespective of their sector of operation, especially in the areas of communication; critical thinking, analysis and synthesis; numeracy; reasoning; presentation; computing; report writing; problem solving; research; interactive and group skills.

PROGRAMME STRUCTURE AND ORGANISATION

The University follows the Quality Assurance Agency’s Framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) in assigning its levels of study. For undergraduate students at Surrey in the UK this is as follows:

FHEQ Level 4 – Undergraduate programme year 1
FHEQ Level 5 – Undergraduate programme year 2
FHEQ Level 6 – Undergraduate programme year 3

At SII DUFE the programmes runs over 2 levels, as you are transferring into Year 2 of the Surrey degree, with each being taught over 2 semesters.
- **Year 2** provides you with core competencies, theories in management, and introduction to operational management.
- **Year 3** of the programme provides the strategic perspective that you will need as a graduate through an in-depth study of a narrower range of subject areas.

The programme on which you are about to embark has been designed as a modular programme to give you the best educational experience, to allow you a degree of choice in the subjects that you study if transferring to the UK, and to build logically to your final degree. You will study a series of subjects, described as modules, normally over a 15 week period or semester. During the semester you will be assessed on the work you complete for the module and if you reach the required mark you will be given credits for that module that will build up to give you your final award. The credits attached to each module are also an indication of expected workload in the specific module. One credit is related to 10 hours of notional student workload, which includes, as appropriate, lectures, practical classes, tutorials, fieldwork, assignments, private studies, and assessment.

<table>
<thead>
<tr>
<th>Sem</th>
<th>Year</th>
<th>No</th>
<th>BUSINESS MANAGEMENT</th>
<th>INTERNATIONAL TOURISM MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>MAN2089 Business Finance</td>
<td>MAN2125 Applied Financial Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>MAN2133 Human Resource Management</td>
<td>MAN2129 Professional Ethics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>MAN2092 Management Information Systems</td>
<td>MAN2101 Tourism Policy and Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>MAN2094 Marketing Communications</td>
<td>MAN2094 Marketing Communications</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>5</td>
<td>MAN2135 Business/Organisational Psychology</td>
<td>MAN2102 Travel and Transport</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>MAN2108 Business Law</td>
<td>MAN2130 Technology, Media and Data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>MAN2109 Management Accounting</td>
<td>MAN2112 Managing Organisations and Human Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>MAN2106 Corporate Finance</td>
<td>MAN2131 Issues in International Events Management</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>9</td>
<td>MAN3090 International Business Strategy</td>
<td>MAN3090 International Business Strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>MAN3083 Entrepreneurship and Business Planning</td>
<td>MAN3129 Hospitality &amp; Tourism Consultancy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>MAN3087 Research in Marketing</td>
<td>MAN3149 Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>MAN3119 Leadership</td>
<td>MAN3093 Entrepreneurship in the Hospitality &amp; Tourism Industry</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>13</td>
<td>MAN3104 Project Management</td>
<td>MAN3106 Marketing Strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td>MAN3116 Business Research Project</td>
<td>MAN3116 Business Research Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>MAN3106 Marketing Strategy</td>
<td>MAN3141 Strategic Brand Management in Tourism</td>
</tr>
</tbody>
</table>
MODULE INFORMATION

**Modules**: The programme of study is sub-divided into units of learning, called “modules”. All modules are taught at a specific Level and are allocated a number of credits. The number of credits notionally depends on the number of hours of study for the module and show how large a proportion of the student’s year that module will take up in study and assessment time. The University’s formula for calculating credit equates a module worth 15 credits to 150 hours; a module worth 30 credits (such as the Dissertation) to 300 hours. Students should not use these notional hours to limit how much time they devote to a particular module.

Within pathways, modules are defined as being either core, compulsory or optional. If the module has been designated ‘core’ or ‘compulsory’, students must take that module at the set time. If the pathway states that the student can choose up to a certain number of credits from a list of ‘optional’ modules on offer in the particular year, the student can choose which modules they would like to study. There are no ‘core’ modules on the Law programmes and all units of assessment must be passed to proceed.

If a student passes a module, the amount of work they have undertaken is represented by the credits awarded. The standard of the student’s achievement or performance in completing the module is shown by the mark that they are awarded. The Module Description for each module is the definitive statement of the assessment requirements for that module. To pass the module the student will need to be awarded a total module mark of at least 40%.

**Description**: Each module has a Module Description, maintained by the University Registry. The Module Description contains the definitive version of the module content, assessment format, learning outcomes and other requirements. The Module Catalogue can be viewed via the following link:

[http://modcat.surrey.ac.uk](http://modcat.surrey.ac.uk)

**Pre-Requisite**: Some modules are designed to be studied only after successful completion of another, specific “pre-requisite” module. For example, students wishing to study Commercial Law must normally have studied Contract Law. Information on module prerequisites is included in the Module Description.

Please note that module descriptions for the 2016/17 academic year may be subject to change.
### PROGRESSION FLOW CHART

#### What do I have to do to graduate?
(3-year programme)

<table>
<thead>
<tr>
<th>Year Two Modules – 120 Credits (FHEQ 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Achieved</td>
</tr>
<tr>
<td>Status</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Three Modules – 120 Credits (FHEQ 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Achieved</td>
</tr>
<tr>
<td>Status</td>
</tr>
</tbody>
</table>

| GRADUATE (ORDINARY)<br>300 credits including a minimum of 60 credits at FHEQ 6 required to graduate with an Ordinary degree |

### AWARDS AND CLASSIFICATIONS

Undergraduate Honours degrees and integrated Master’s degrees are normally classified as follows:

- **First Class** 70% and above
- **Upper Second Class** 60 – 69%
- **Lower Second Class** 50 – 59%
- **Third Class** 40 – 49%

(NB Third Class Honours is not available for Integrated Master’s degrees)
Postgraduate Taught degrees are normally classified as follows:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>70% and above</td>
</tr>
<tr>
<td>Merit</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>Pass</td>
<td>50 – 59%</td>
</tr>
</tbody>
</table>

Weightings for module marks in making Undergraduate honours award and integrated Masters award calculations are as follows:

- **Bachelor’s Degree with Honours**: FHEQ Level 5 (35): FHEQ Level 6 (65) 35:65
- **Master of Business Management**: FHEQ Level 5 (25): FHEQ Level 6 (35): FHEQ Level 7 (40) 25:35:40
- **Master of Chemistry**
- **Master of Engineering**
- **Master of Mathematics**
- **Master of Physics**
- **Bachelor of Veterinary Medicine and Science**: FHEQ Level 5 (10): FHEQ Level 6 (15): FHEQ Level 7 (year 4) (30): FHEQ Level 7 (year 5) (45) 10:15:30:45

For students commencing a programme of study in 2014/5 onwards, credits at P Level will not be used in the calculation to classify honours undergraduate and integrated masters awards. For students who commenced a programme of study prior to 2014/5 the weightings for module marks is as follows:

- **Bachelor’s Degree with Honours**: FHEQ Level 5 (25): P Level (10): FHEQ Level 6 (65) 25:10:65
- **Master of Chemistry**
- **Master of Engineering**
- **Master of Mathematics**
- **Master of Physics**

For students commencing a programme of study in 2014/5 onwards, credits at P Level will not be used in the calculation to classify honours undergraduate and integrated masters awards. For students who commenced a programme of study prior to 2014/5 the weightings for module marks is as follows:

- **Bachelor’s Degree with Honours**: FHEQ Level 5 (25): P Level (10): FHEQ Level 6 (65) 25:10:65

For students commencing a programme of study in 2014/5 onwards, credits at P Level will not be used in the calculation to classify honours undergraduate and integrated masters awards. For students who commenced a programme of study prior to 2014/5 the weightings for module marks is as follows:

- **Master of Chemistry**
- **Master of Engineering**
- **Master of Mathematics**
- **Master of Physics**

For students commencing a programme of study in 2014/5 onwards, credits at P Level will not be used in the calculation to classify honours undergraduate and integrated masters awards. For students who commenced a programme of study prior to 2014/5 the weightings for module marks is as follows:

For students commencing a programme of study in 2014/5 onwards, credits at P Level will not be used in the calculation to classify honours undergraduate and integrated masters awards. For students who commenced a programme of study prior to 2014/5 the weightings for module marks is as follows:

**GRADE POINT AVERAGE**

**NB: 2016/7 Level 4 entrants only**

The University is introducing a Grade Point Average (GPA) system to complement the honours degree classification system for all new level 4 entrants from 2016/17 onwards. A GPA system is a way of showing your overall level of achievement on your degree course: it is simply your average attainment over all the modules you take. The average is calculated by converting a percentage marks for individual modules into grade points and taking an average of the grade points (see conversion table below). The GPA calculation includes modules at all levels and will be
weighted by module credit but not by level. A cumulative GPA score will be calculated and provided for students at the end of levels 4 and 5 (and level 6 for integrated Masters programmes). A final summative GPA score will be provided for completing students in addition to their degree classification. The GPA score will appear on the HEAR.

The GPA system should be seen as complementary to the degree classification and therefore direct comparisons between GPA points and degree classifications should be avoided as they are not directly comparable being derived in different ways. The GPA does not affect your degree classification.

The GPA provides increased granularity of outcomes for students and employers and it also provides international recognition for student achievement in an increasingly global marketplace.

The following table outlines the conversion of a 1-100 marking scale to grade points.

<table>
<thead>
<tr>
<th>Percentage mark</th>
<th>Grade point</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥75</td>
<td>4.25</td>
</tr>
<tr>
<td>71-74</td>
<td>4.0</td>
</tr>
<tr>
<td>67-70</td>
<td>3.75</td>
</tr>
<tr>
<td>64-66</td>
<td>3.50</td>
</tr>
<tr>
<td>61-63</td>
<td>3.25</td>
</tr>
<tr>
<td>57-60</td>
<td>3.0</td>
</tr>
<tr>
<td>54-56</td>
<td>2.75</td>
</tr>
<tr>
<td>50-53</td>
<td>2.50</td>
</tr>
<tr>
<td>48-49</td>
<td>2.25</td>
</tr>
<tr>
<td>43-47</td>
<td>2.0</td>
</tr>
<tr>
<td>40-42</td>
<td>1.50</td>
</tr>
<tr>
<td>38-39</td>
<td>1.0</td>
</tr>
<tr>
<td>35-37</td>
<td>0.75</td>
</tr>
<tr>
<td>30-34</td>
<td>0.50</td>
</tr>
<tr>
<td>≤29</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**TEACHING METHODS**

**Lectures**

These are large group sessions which all students on your programme have to attend. Sometimes students from multiple programmes attend the same lectures so you may find yourself in a large group of students.

Because the group size is so large, lectures are primarily an opportunity for lecturers to impart information to you. There will not be much opportunity for you to ask questions in the lecture itself. You will be expected to take extensive notes.
Tutorials/Seminars

These are small group sessions during which you can discuss issues raised in lectures and ask questions. Lecturers may use these sessions to go through practical exercises or problems, to look at case studies or for more open discussion. You may also, on occasion, be asked to prepare a paper to present.

LECTURE NOTES

Wherever possible any lecture notes, PowerPoint presentations or links to further reading may be made available to you before or after the lecture via SurreyLearn. However you are advised to make your own notes during lectures as the slides will only contain a minimum amount of information.

BUSINESS RESEARCH PROJECT

On the SII-DUFE programme you are required to submit a Business Research Project. A Handbook will be available to view through SurreyLearn at the beginning of Semester 2. This will contain further details on the module, deadlines and what is required from students. It is very important that you read through this document carefully once it is available.

The purpose of this module is to provide an opportunity to students to engage in a period of sustained study of their choice on a topic that may be examined at a local, national or international level. The research must be pursued within the context of the student’s programme of study. Students will be encouraged to demonstrate their academic expertise in terms of their capability to analyse and critically evaluate existing recorded work by acquiring and developing a number of skills including problem definition, secondary data analysis and systematic review of the existing material produced by researchers, scholars and practitioners in a chosen area of work. In addition, they will be assisted to develop skills in the presentation of the project report according to normal academic conventions.

On successful completion of this module, students will be able to:

1. formulate and justify a suitable research topic relevant to their degree studies
2. review and analyse existing literature to identify key concepts
3. evaluate information collected to draw appropriate conclusions
4. relate research findings to the contemporary field of study
5. communicate findings in a clear and effective manner in terms of a high quality and well-structured project according to normal conventions for academic reports

The overall aim of the business research project is to analyse and critically evaluate existing work in order to deliver value to business.

MAKING YOUR UNIVERSITY STUDIES A SUCCESS

INTRODUCTION

Studying at university is a complex process that involves reading, researching, writing and thinking – critically. Becoming skilled at these is not an overnight process: there are no shortcuts or ‘hacks’ to ‘becoming academic’. Studying
successfully requires a significant investment of time; however, to immerse oneself fully in our chosen subject of study can be a thrilling, challenging and positively transformative experience.

In the forthcoming sections, we outline some key considerations to orientate you to making the most of your University studies, as well as provide information about where to seek further academic advice.

**WRITING ASSIGNMENTS**

Writing assignments is typically the main form of coursework assessment at university. Essays are considered to be the most dominant form of writing, however, there are many different genres of writing at University, including: academic reports, self-reflective writing, case studies, research proposals, literature reviews, research papers, dissertations, etc..

It is important to recognise that each form of writing comes with its own conventions and principles and can be highly discipline-specific in expectations. For example, a scientific report will vary hugely in format and written style compared to an academic business report. Expectations around these different forms of writing can be found in module learning outcomes and assessment guidelines. These matter, and should be referred to regularly while working on any assignment. There is no single ‘correct way’ to write any academic assignment; rather, it’s better to think about having to produce written work within a set parameters defined by the subject/discipline of study.

We can learn a lot about the parameters of our subject area by examining the writing of experts. Academic journal articles are a good place to start: when checking out reading materials for our assignments, or just keeping up with our module required reading, we should think not simply about the content, but also about the language by which the content is being communicated. Immersing ourselves in the recommended reading is one of the best ways, over time, to ‘live and breathe’ the writing conventions of our subject area.

This stated, there are some universal good practices that you may wish to reflect upon, as addressed below.

**Decoding assignment questions**

Understanding the question is an essential first step in helping to ensure our investigations set off in an appropriate direction. At the start of working on any assignment, it can be really useful to underline or highlight the key components of the question, identifying the assignment instruction terminology (e.g. discuss, analyse, evaluate) and what the topic-specific keywords are actually asking. This can help to reduce significantly chances of going off topic. Visually ‘mapping-out’ what we think the question is getting at can be very helpful when it comes to developing our initial thinking about how to tackle any question, but visual mapping is just one strategy that can be adopted. To find out more about different strategies to ‘unpack’ the question, consider seeking advice from SPLASH (contact details below).

**Reading, research and referencing**

At university we are expected to undertake considerable amounts of independent reading. Generally, we are required to prioritise academic sources of information (i.e. journal articles, research papers, text books, etc.) over other sources because they tend to be more rigorous in their research and analysis than non-academic sources.
However, depending on our subject of study, the particular focus of any module and the nature of the assignment we are addressing, other types of source materials can be relevant (e.g., government publications, industry studies, practitioner guidelines, policies and legislation). Depending on our subject area, there may even be scope to find some information of use via general online searches, but if we do this we need to be especially careful in gauging the validity and appropriateness of any information to an academic assignment.

Information Skills Librarians in SPLASH can help you to hone your information and digital literacy skills, which broadly encompass how to be discerning in finding and evaluating the relative significance of potentially useful sources of evidence; this is essential to ensure we obtain the most relevant sources for our assignments. They can also provide constructive critical feedback on our referencing techniques.

Critically, it is important to remember that the reading that we undertake needs to act as evidence to support your writing and ideas. We will need to reference in our writing each and every time we draw upon information from elsewhere, so it really is important that our choices of suitable evidence are sound, i.e., helpful for developing and progressing our thinking.

Care and attention with our note-making is essential in helping to ensure that we have a clear record of where we have read information, so that we can clearly signpost the source in our writing. This will reduce our chances of accidentally committing plagiarism.

Plagiarism “is using the work of others without acknowledging your source of information or inspiration” (Cottrell, 2012:110). Acknowledging our sources clearly is therefore a critical element, demonstrating how we are actively abiding by the University of Surrey’s Academic Integrity regulations (see link, below), as well as showing a comprehensive understanding of the material and resources used to inform our writing.

Planning and structuring your writing
Before we start writing our assignment, we may find it useful to collate the ideas from your reading and note-making and put this into a logical structure in order to formulate our answer to the assignment question. This could be achieved through visual-mapping (mind-mapping, spider diagrams, flow charts, etc.) and/or formal essay plans. A common theme of all such techniques is that these can help us to conceptualise all the different elements that we feel we need to discuss, in order to fully and properly address assignment questions prior to writing.

Thinking and writing processes
A step-by-step understanding of assignment-writing can be helpful for conceptualising the various elements of completing an assignment. For example:

1. Define the question;
2. Identify the most useful recommended texts;
3. Review and read texts, making ‘active’ notes;
4. Write the first draft;
5. Improve the draft and ‘tidy up’ the work;
6. Make final changes and carefully proofread before submitting.

However, it is important to bear in mind that university study is typically a ‘messy’ process, whereby stages will often blur into one another. The reality of any deep-level investigation into a topic is that in order to be able to make sense of information
and be able to write confidently about that topic, this often involves considerable trial-
and-error and sometimes seemingly moving backwards rather than forwards. We
learn. We unlearn. We learn again, and sometimes have to revise our position
considerably as our research progresses. This is natural in deeper-level learning.

Recognising the interrelated nature of elements involved in successful assignment-
writing is something we can exploit to our advantage. One example of this is in
understanding the relationships between gathering and ‘making sense’ of
information, note-making processes and actual assignment-writing.

For example, often it is not fully appreciated how important note-making processes
are to developing our understanding of a topic and, hence, being able to write our
assignments successfully, i.e., examining it in a genuinely academic way. ‘Active’
note-making strategies can go a long way, through the combined processes of
thinking and writing, to helping us not only ‘make sense’, but also begin to ‘establish
a position’ of our own in relation to the evidence we’re examining.

This can be crucial in helping us to build into our writing a coherent academic
‘argument’ of our own, one which nevertheless acknowledges the evidence (through
referencing and citation) from which our own position has developed.

Active note-making can help us take some of the pressure away when it comes to
writing-up, precisely because we have commenced our critical thinking while
undertaking our research and reading. For advice on various forms of active note-
making, do seek advice from SPLASH.

Getting assignment feedback and support
If the writing process sounds daunting, don’t panic! It is early days and you will be
given time to acclimatise to ‘thinking and being’ academic. Furthermore, it is
important to seek out support when you might need it. Where it is offered, take
advantage of advice from your subject tutors on assignments-in-progress from your
subject tutors. You can also seek advice from Student Learning Advisers and
Information Skills Librarians in SPLASH to help you to fully maximise your study
potential. To find out more about SPLASH, see below.

REVISION AND EXAMS
Another major form of assessment at University, for most though not all subject
areas, is the examination. When we start our course our first set of exams may seem
a long way away. Much like writing, there is no one-size-fits-all approach to revision
and exams; there are multiple ways in which we can approach revising to take
advantage of our own learning strengths and preferences. However, here is some
general advice that may be useful.

It is always recommended that we start revision early: weeks before the exams
begin. ‘Cramming’ information at the last minute will rarely lead to good grades
because it does not allow enough time to assimilate and ‘make sense’ of all the
information: there is a risk of ‘splurging’ everything on the page, instead of really
focussing on the question. By contrast, if we have taken time to make sense of the
information over a sustained period of time, we are far more likely to be able to apply
what we have learned to addressing the exact question that we encounter when the
exam commences.

Examinations take many forms and the information above is most pertinent to essay-
style questions in exam. Whatever form an exam takes, your lecturers will typically
devote a final taught session giving tips and pointers specific to the specific exam for
their module. These sessions are important and should always be attended.

Past examination papers are often stored within the library (see link below), or
sometimes included within a module’s SurreyLearn content. It is worth browsing
these in terms of enhancing understanding of the form of the exam, as well as get a
sense of topics that typically come up. It is, however, strongly advised not to use past
papers to try to predict exactly the question we will encounter in our exam. Our
revision, if undertaken over a sustained period of time as suggested above, should
leave us well-prepared to tackle a topic regardless of the precise question that comes
up. For further advice on exams and revision, do consider booking an appointment
with a Student Learning Adviser in SPLASH.

HOW DO I FIND OUT MORE?
This information was designed to provide a few general pointers and to pique your
curiosity about how to make your study at Surrey a success. To follow-up on any of
the issues highlighted above, see below:

Your **subject tutors** and **module leaders** will all have office hours where you can
seek advice about any your assignments.

You will additionally be allocated a **Personal Tutor** from the commencement of your
studies.

For advice on how to avoid plagiarism or poor academic practices, visit:

www.surrey.ac.uk/library/learning/informationskills/academic_integrity_plagiarism.htm

In connection with this, familiarise yourself with the University’s **Academic Integrity
regulations**, accessed here:

www.surrey.ac.uk/quality_enhancement/regulations/

For confidential advice on all aspects of your studies, including one-to-one
appointments and drop-ins as well as workshops, find out about **SPLASH** (the
Student Personal Learning And Study Hub) here:

www.surrey.ac.uk/library/learning [see page 41 for more information]

**ALS** (Additional Learning Support: the University’s disability and dyslexia service)
provides support and advice for students with a disability, Specific Learning
Difference or long-term health condition; all students with such conditions are
strongly encouraged to register with the service; for more information, visit:

www.surrey.ac.uk/als/ [see page 49 for more information]

The **Library Subject Pages**: find a wealth of useful and regularly-updated
information related to your subject of study here:

www.surrey.ac.uk/library/subjects/

Link to Library-held **past exam papers**:

https://sharepoint.surrey.ac.uk/exampapers/default.aelsp
ACADEMIC INTEGRITY

The University is committed in all it does to support academic integrity which it considers is based on honesty, trust, fairness, respect, and responsibility.

- **honesty** – in making and keeping commitments, in straightforward dealing with fellow students and staff, in not misrepresenting the work of others as one's own
- **fairness** – in the consistent way students and staff are treated, their work rated and reported, academic matters are handled, and dishonesty and misconduct are dealt with
- **trust** – earned by honesty and fairness, that enables ideas, scholarship, research and work to be shared, without fear that it will be misrepresented or misappropriated
- **respect** – for the work and contributions of others by acknowledging when they are referred to, and for the contributions of staff and students, shown by preparing in advance for learning sessions, attending on time, being attentive to the tutor or instructor and to what others have to say, being courteous, respectful, helpful, and meeting deadlines
- **responsibility** – recognising that all the members of the University share responsibility for safeguarding its values and reputation, upholding the University's regulations, in accepting responsibility for one's actions, in not ignoring the dishonesty of others.

ACADEMIC MISCONDUCT

It is unacceptable to the University of Surrey that any student registered with the University or one of its Associated Institutions for an award of the University should cheat in order to gain for him/herself an academic advantage.

The University will penalise any student who is found to have cheated in accordance with its Regulations for Academic Integrity. These are available from [www.surrey.ac.uk/quality_enhancement/regulations/](http://www.surrey.ac.uk/quality_enhancement/regulations/)

The University's definition of academic misconduct is:

Acts or omissions by a student that have the potential to give an unfair advantage in assessments.

Plagiarism

Plagiarism is the academic misconduct most frequently encountered by the University, which defines it as

- inserting words, concepts, or images from the work of someone else into work submitted for assessment without acknowledging the originator's contribution and
- representing the work of another as one's own, whether purchased or not, or taken with or without permission.

Forms in which plagiarism can be encountered include
- collusion, in which work that has been set to be undertaken by an individual is undertaken by more than one person but is submitted as the work of an individual
- personation, in which one person represents themselves as another person in order to undertake an assessment (including an examination) for the person for whom they have substituted
- acquiring work to pass off as your own from services and individuals that provide essays, papers, reports, graphics, compositions, program-code, and programs
- providing work for another to pass off as their own (whether that person is a student of the University or another institution)
- passing off work as original that has already been assessed (whether by the University or another institution).

Avoiding and detecting plagiarism

Students can avoid plagiarism by following good academic practice, this includes¹:

- Taking referencing seriously
- Never trying to give the impression that you have read a source in the original if you have not.
- Using entirely your own words unless quoting
- Using relevant quotations sparingly and commenting on them; avoid using direct quotations as a substitute for expressing ideas in your own words
- Never writing directly from source material
- When you take notes, always using your own words to explain the ideas; avoid simply highlighting the text
- Summarising main ideas and paraphrasing in your notes
- Locating knowledge through locating authors within traditions and perspectives
- Trying to develop a critical approach when reading: see your sources as authored constructions which can be challenged and debated, especially with the support of other authorities within the field
- Developing your own opinions based on your reading of the sources
- Keeping ALL documentation of your work in progress

In order to produce your coursework, you are likely to refer to a number of texts. Copying any part of them word for word does not allow your assessor to determine if you have comprehended the concepts relating to your work. You may take concepts and arguments from the documents but you must write them in your own words. Just changing one or two words in a sentence does not prevent your work from being plagiarism.

Full referencing guidelines can be found at: http://www.surrey.ac.uk/library/learning/informationskills/referencing.htm

If you are in any doubt about the correct procedures for acknowledging and referencing the work of others, you should seek advice from your Personal Tutor, Lecturer or Module Leader.

You are strongly encouraged to work through the SurreyLearn module: “Plagiarism and referencing – a guide for students” within the SurreyLearn Student Common
Room, where you can learn about academic writing by submitting work to the JISC Turnitin system and details of processes and punishments for plagiarism cases.

You should be aware that on submission of the electronic copy of your coursework on SurreyLearn all work will automatically be checked through Turnitin, where applicable.

Failure to understand what constitutes plagiarism, pressure of time, or conflicting deadlines for assessed work are not acceptable as sufficient explanations for the submission of plagiarised material.

A note on self-plagiarism

Among the types of plagiarism listed by the University in the Regulations (B2, paragraph 7) is 'self-plagiarism':

passing off work as original that has already been assessed (whether by the University or another institution).

This means that you may not submit work for assessment that has previously been submitted for assessment at this university or elsewhere (i.e. at another university, or at school or college).

There should be no overlap of phrasing between work you have submitted for different assignments, and you should avoid discussing the same aspects of a topic and deploying the same quotations in different assignments.

On a related issue, you should not submit for assessment any work you wrote prior to taking the module concerned. This means not only work submitted for assessment elsewhere, but also writing you may have posted on an online platform. Even if you wrote it yourself, it would not be a response to the module and the assignment instructions, and would not be indicative of your learning from that module.

Other Forms of Academic Misconduct

These include:
- Making false claims, for example falsely claiming qualifications that have not been acquired, or falsely claiming to have undertaken work
- Fabricating results and miss-representing data
- Introducing unauthorised materials, or devices, into an examination room or ancillary areas

PROFESSIONAL DEVELOPMENT PLANNING (PDP)

PDP at Surrey is student focused and student centred and, by engaging in this process, you will develop a range of skills which will support your lifelong learning. Opportunities for PDP will occur within and outside of the curriculum and will include engagement with the Students Union.

Specifically, PDP will:
- Help students to get the maximum from their time at Surrey
- Enable students to become independent learners in an increasingly complex and rapidly changing environment
- Allow students to demonstrate development and application of employability skills and other attributes developed during their time at Surrey.

**Policy**
Surrey expects all students to participate in PDP and all students will be given the opportunity, resources and support to do so as an integral part of their academic programme. It is recognised that the ultimate responsibility for deriving benefit from PDP rests with individual students, however Surrey staff are responsible for providing information about PDP and for supporting students.

The minimum expectations for the Surrey PDP Policy are that:
- at the start of a programme, students will be introduced to the opportunities for PDP
- students will be provided with opportunities for PDP at all levels of the programme of study
- the rationale for PDP at different stages of a programme will be explained for the benefit of students (e.g. in student or course handbooks or module/unit guides)
- the nature and scope of opportunities for PDP, and the recording and support strategies will be determined by the University via the Skills Management Group and the PDP Task Group.

**Minimum Outcomes**
On completion of their programme, students will have:
- participated in PDP in a range of learning contexts at each stage or level of their Programme demonstrated that they can access and use the aids and tools provided by the institution to help them reflect upon their own learning and achievements and to plan for their own personal, educational and career development
- with support, created their own learning records containing information on the qualities and skills they can evidence which can be drawn upon when applying for a job or further study.

**ASSESSMENT**

There are two types of assessment: Coursework and Examinations.

Coursework is defined as essays, seminar performance, individual and group projects, presentations, practicals, labs, in-semester tests etc.

Examinations (e.g. traditional written or computer based) take place during exam weeks towards the end of each semester.

Early in the module, you will be provided with full details of the nature and the timing of the assessments so you will have time to plan your work over the semester. You will also receive information about how marks will be allocated between different assignments and for different aspects of an assignment.

The mode of assessment will have been selected to suit the nature of the learning outcomes. This is identified in the module description (available at [http://modcat.surrey.ac.uk](http://modcat.surrey.ac.uk)). Please note that where there is more than one element of assessment, weightings will vary e.g. 50%/50% or 20%/60%/20%. Again, this is identified in the module description.
You must achieve a minimum mark to pass a module. The pass mark for the award of FHEQ level 4, 5 and 6 modules – undergraduate credits - is 40% (except when taken as part of a postgraduate programme where the pass mark is 50%). All modules except extended project/dissertation modules are worth 15 credits.

GRADE DESCRIPTORS

Grade descriptors explain the standards against which your work will be assessed. It is therefore vital that you have looked at the descriptors in order to understand any mark you are given. They are available at:


REFERENCING GUIDELINES

Please see the University Library website at http://www.surrey.ac.uk/library/learning/informationskills/referencing.htm and SurreyLearn for guidance regarding referencing academic work.

It is very important that you reference your work correctly – failure to do so could result in an allegation of academic misconduct.

SUBMISSION OF COURSEWORK

Students following taught programmes may be required to submit coursework (e.g. assignments, projects and other reports) in accordance with the relevant arrangements.

Declaration of Originality

When submitting assignments you are required to confirm that your work is original by completing a declaration – either online or hardcopy:

The wording of this Declaration is as follows:

'I confirm that the submitted work is my own work. No element has been previously submitted for assessment, or where it has, it has been correctly referenced. I have also clearly identified and fully acknowledged all material that is entitled to be attributed to others (whether published or unpublished) using the referencing system set out in the programme handbook. I agree that the University may submit my work to means of checking this, such as the plagiarism detection service Turnitin® UK. I confirm that I understand that assessed work that has been shown to have been plagiarised will be penalised.'

'In completing this work I have been assisted with its presentation by [state name and contact details of assistant] and, if requested, I agree to submit the draft material that was completed solely by me prior to its presentational improvement.' (This paragraph is to be deleted where it is not relevant.).
You must keep a copy of all submitted work, and an additional copy must be made available should it be requested.

All assignments (with exceptions as identified by your Module Coordinator) are required to be submitted electronically via SurreyLearn. Work should be submitted as a single document in .doc or .docx. If pdf files are required to preserve formatting, then you should also submit the original .doc / .docx file in addition to the pdf.

For written coursework the maximum file size is 20MB and for media files, it is no larger than 500MB. If your assignment is larger, please contact surreylearnhelp@surrey.ac.uk for instructions to use an alternative method for submission. When submitting large files, please avoid using mobile phones or wireless connections as uploads may terminate before submission is complete and you will miss the deadline. Upload speeds are usually much slower than advertised download speeds, so allow yourself plenty of time before the deadline when submitting large files.

Some assignments are also required to be submitted in hardcopy – your Module Coordinator will confirm if this is the case.

Hardcopy coursework should be submitted in the locked assessment boxes located in the helpdesk area (on the second floor of the AD building. It is your responsibility to ensure you submit your work on time – you are recommended not to leave submission to the last minute as the volume of students trying to access the area may mean you are unable to submit your work by the 4pm deadline.

For all submissions you must submit by 4pm on the set submission date. Any work that is resubmitted after the deadline will not be marked.

When extenuating circumstances have been granted, you must notify the module co-ordinator by email when you have submitted your work and it is ready to be marked.

Marked assignments will be returned to you within 3 semester weeks from the submission date. They will be given either on SurreyLearn, in class, or subsequently can be collected from the Helpdesk in AD. When work is passed to the Helpdesk by your Module Coordinator you will be sent an e-mail from the FASS Assessments Team as soon as they are available for collection. When collecting work you must show your student ID.

ASSIGNMENT DEADLINES

Students are expected to submit assignments on time. Submission times are strictly enforced (i.e. a submission of 16:00:30 is defined as late) – it is advisable to submit your assignment well before the deadline in case of any problems. It is your responsibility to check the submission requirements for each assignment.

Where a student has not submitted a coursework unit of assessment by the deadline specified (Monday by 4pm Beijing local time) and there are no confirmed extenuating circumstances, the mark given for that unit of assessment will be reduced by 10 percentage points for work submitted for each 24 hour period after the deadline, up to and including the third day after the submission (30 percentage points). Therefore, a student who achieves a mark of 80%, but who submitted their work 10 minutes past the deadline, will be awarded a mark reduced by 10% to 70% (not 72%).
Penalties are applied after the assessed work is marked and marks are deducted until zero is reached. The mark recorded for assessed work submitted after 16:00 on the third day after the deadline (72 hours) (or not submitted at all) is zero and will not be marked.

e.g.

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Deadline Hand in date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 16:00</td>
<td>Tuesday 16:00</td>
</tr>
<tr>
<td>Monday 16:01</td>
<td>Tuesday 16:01</td>
</tr>
<tr>
<td>Tuesday 16:00</td>
<td>Wednesday 16:00</td>
</tr>
<tr>
<td>Tuesday 16:01</td>
<td>Thursday 16:01</td>
</tr>
<tr>
<td>Thursday 16:00</td>
<td>Friday 16:01</td>
</tr>
</tbody>
</table>

For compulsory and optional modules, where the student’s marks for the remaining units of assessment for the module are sufficient to enable them to pass the module overall, the mark that is recorded for the module includes the penalised mark in the relevant unit of assessment. If the student fails the module they are reassessed in the unit of assessment they have failed. Where the student passes the reassessment, the mark that is recorded (and is used in calculating the student’s overall mark for the module) is the pass mark.

In the event of adverse weather, existing deadlines for the submission of coursework and dissertations will remain in place. In many cases the work will have been set some time ago and work can be submitted electronically where previously advised by the Faculty. Students have the right to submit appropriate evidence of extenuating circumstances where they are unable to meet a specific deadline.

If students, when submitting coursework files, cannot upload a large file onto the SurreyLearn system then use the Chinese file transfer service Yun.Baidu.com and send to FASS-EC@Surrey.ac.uk and include in the message your name, student number (URL) and that you are at SII-DUFE. Please note, this is only to be used in an emergency situation and submissions must still meet the set deadline.

**NON-SUBMISSION**

Failure to submit coursework, without confirmed extenuating circumstances, will not only result in 0% being awarded, it may also be deemed as failure to make progress with your studies and/or ceasing to participate in the programme. This may result in termination of registration. Please see the University Regulations at: www.surrey.ac.uk/quality_enhancement/regulations/

**FEEDBACK**

You are entitled to feedback for all your assessed work. For assignments and exercises on which students would normally expect to receive feedback this should be within 3 semester weeks of the submission date. You will receive a mark (see the generic grade descriptors on page 31 to find out what this means) and some written comments on your work. If you do not understand the written comments you receive, or want further explanation, you should ask to discuss this with your lecturer. Sometimes lecturers might choose to give different forms of feedback e.g. detailed marking grid, feedback session, podcast etc. In the case of exams, you will **not** be
given your script back, however you are still entitled to feedback on your performance, this may be personal and/or generic; you can discuss this with your Module Leader.

**PUBLICATION OF RESULTS**

Confirmed results following Boards of Examiners are made available each semester across all faculties to the following schedule: TBC

Results are accessed via eVision. They are published progressively throughout the day and will be available for students to view by 3pm on the advertised day of publication.

Students who have successfully achieved their final award will also be issued with a final HEAR transcript.

Students who will need to undertake any reassessment will receive a letter via your University email account detailing all relevant information in relation to any failed modules and re-assessments necessary.

**PAST EXAMINATION PAPERS**

Past examination papers can be found via https://sharepoint.surrey.ac.uk/exampapers/default.aspx

**EXAMINATIONS**

Modules are normally examined at the end of the semester in which they have been taught, with formal written examinations being timetabled by the University Student Services & Administration.

Remember to check the DATE, TIME and VENUE when the official Examinations timetable is published.

You must read the instructions at the start of each examination paper with care. Some examination papers provide spaces for your answers and therefore must be handed in.

Examination scripts are subject to anonymous marking so you must use your University Registration Number (your URN) for examinations and tests and you must bring your University ID campus card with you to all examinations.

**EXAMINATION TIMETABLES**

The timing and venue is fixed for examinations. Start times are variable, thus you must carefully check the official timetable, which will be displayed on your personalised timetable four weeks before the exams commence or as published by the SII Registry Office.

Examinations are currently held at the end of each Semester and during the summer vacation for Late Summer Re-assessment.
The University aims to timetable examinations using the following principles, agreed with the Students’ Union:

- You may have two examinations in one day. Where you have more than one examination in a day, the total number of hours of examinations in any one day will not normally be more than four (i.e. if you have a 3 hour examination and a 1 hour examination or two 2-hour examinations but not 2 x 3 hour examinations).
- You will not normally have more than 2 examinations in a 48 hour period. Where you have an examination in the evening one day (i.e. finishing after 6.30pm), you will not have an examination before 10.30am the following morning.
- If you have two examinations on one day, the minimum period of time between examinations will be 90 minutes.

In the case of adverse weather, examinations will take place only when it can be certain that most students can reasonably be expected to attend the campus to take them. The decision about whether or not to postpone examinations will be made by the Deputy Registrar following any announcements made by the Vice-President (Corporate Services) concerning the status of the campus. Details of any postponement will be posted on the University’s website and through the email systems and, if possible, via the local radio.

Postponed examinations will be scheduled until they have been completed – using weekends in the first instance, then the reading week (week 15 of semester 1) and then the first week of the second semester (if this proves to be necessary). Students are required to be available throughout weeks 13, 14 and 15 of semester 1 to sit any examinations which have had to be rescheduled because of adverse weather.

Examination start times may be put back by 30 minutes to enable as many students as possible to attend.

## ATTENDANCE AT EXAMINATIONS

You must bring your student ID card to every examination and/or other ID specified by the SII Academic Registrar - without this form of identification you may be refused permission to sit the examination. You will be allocated a venue and a seat number for every examination - it is your responsibility to ensure you attend the correct location and that you arrive in time for the start of the examination.

If you do not have the appropriate ID you will be asked to collect a formal ID ‘slip’ from the SII Registry Office - there may be a delay while your identity is checked, which may mean you have less time to complete the paper.

Failure to attend an examination on the given date at the ascribed time will be regarded as a non-attendance and, in the absence of extenuating circumstances, a zero mark will be awarded. **Compensation is not available for modules where an instance of non-attendance has occurred.**

If you are unable to attend due to sickness or other extenuating circumstances, notification on or prior to the day is required. As soon as you are aware of any difficulty in attending an examination you should contact your Faculty Student Services. **Please note that you will be required to complete the Application for**
Extenuating Circumstances form and provide documentary evidence in support of your claim as soon as possible and no later than 5 working days after the examination.

If you have applied for extenuating circumstances prior to an examination which are deemed valid and subsequently decide to sit the examination, your paper will not be marked.

The presumption of the University is that students who attend for examination have deemed themselves fit to be assessed. If you become ill or are affected by unforeseen circumstances immediately before or during an examination you must advise the invigilator of your situation. If you choose to continue, you will be asked to endorse the fitness to sit declaration with a statement regarding your circumstances.

**CONDUCT IN EXAMINATIONS**

All examinations are conducted under University regulations. Note in particular that you are forbidden from communicating with other candidates whilst in the examination room. You may take in to the examination one small bottle of water (500ml). You must not take any notes or electronic devices into the examination room, including mobile phones.

Further details on conduct in examinations can be found at: [www.surrey.ac.uk/currentstudents/study/exams/](http://www.surrey.ac.uk/currentstudents/study/exams/)

**USE OF CALCULATORS IN EXAMINATIONS**

Examinations may require students to perform calculations for which normal practice would be to use a calculator. It is necessary to ensure that students do not bring into the examination room any device that would enable them to obtain an unfair advantage.

The following rules are designed to regulate the type of calculator that may be used where permitted in examinations, and to do so in a way that is enforceable in practice by invigilators.

1. Students may bring into the examination room any calculator, provided that it does not have:
   - any means of storing text (including formulae and equations),
   - any means of transmitting or receiving information, including (but not restricted to) infra-red, microwave and wireless ports and cable connections such as USB ports,
   - a graphical screen (a screen able to display graphs).

2. In particular, these rules (as above) preclude the use of all mobile devices including but not limited to mobile phones, PDAs (personal digital assistants), and portable computers as calculators.
3. Calculators must be silent in operation and must have their own self-contained power supply.

4. Faculty may specify that no calculator is allowed in any examination for which it is responsible. Where this is the case, clear and specific instructions must be notified to the students in advance of the examination, to the invigilators, and on the examination paper.

**SPECIAL ARRANGEMENTS**

Students at SII with any special needs should initially contact their Students Affairs Office at SII who can act on their behalf and make representation to the Associate Dean from at the University of Surrey at SII to assist on a case-to-case basis.

**EXTENSION TO AN ASSIGNMENT DEADLINE**

On occasion you may experience circumstances that temporarily make it impossible for you to submit your coursework by the stated deadline. The University expects that, when a student knows before a submission date that they are unable to meet the deadline due to illness or an otherwise unforeseen event then they should make an application for the consideration of extenuating circumstances and provide the appropriate evidence so that any impending deadline can be adjusted. **The application should be made well before the deadline.**

Requests for coursework deadline extensions should be submitted to the following email: FASS-EC@surrey.ac.uk. The outcome information will be sent to Dr Gary Rivers and Miss LIU Fang. You can contact Dr Gary Rivers or Miss LIU Fang beforehand for advice.

Students should familiarise themselves with the University Regulations for Extenuating Circumstance which are available at: www.surrey.ac.uk/quality_enhancement/regulations/ Further information is also available in this handbook on page 11.

**EXTENUATING CIRCUMSTANCES IN ASSESSMENTS**

In the course of your studies you may experience circumstances that temporarily make it impossible for you to participate in your programme, submit your assessments or attend examinations.

All students are advised to familiarise themselves with the University Regulations for Extenuating Circumstances which are available here: www.surrey.ac.uk/quality_enhancement/regulations/

If you believe that you have valid Extenuating Circumstances, you should make the information available immediately. You must complete the Extenuating Circumstances Application Form, available on SurreyLearn and at: www.surrey.ac.uk/currentstudents/study/exams/guidance/index.htm

Submit it to: FASS-EC@surrey.ac.uk
Extenuating Circumstances must be submitted in advance of the assessment deadline/date. In exceptional situations, an application may be considered after the deadline/date by a University Panel, supported by evidence outlining why the application could not be submitted in advance. Applications submitted after an Examination Board has met will not be considered. In these cases a student may choose to explore the possibility of academic appeal.

You must provide evidence to support your request. A scanned copy of the relevant documents should be attached to the e-mail request and be submitted to FASS-EC@surrey.ac.uk as soon as possible after the request is made. Evidence in original hard copy may be requested separately.

Circumstances that may give rise to a request for the recognition of extenuating circumstances

- bereavement through the death of a close relative or significant other* that in employment would lead a reasonable employer to grant compassionate leave
  [* in such an instance the University will require independent evidence of the nature of the relationship]
- serious short-term illness or accident of a nature that, in employment, would lead a reasonable employer to agree to absence on sick leave
- a long-term (chronic) health problem suddenly worsening
- for University of Surrey Sports Scholars only, absence from the University when called to participate in national and international sports events and training
- for part-time and distance learning students in full-time employment only, who have registered for that mode of study and have experienced an increase in their workload due to circumstances beyond their control, or being required by their employer to work through periods normally available for study and/or assessment
- other exceptional circumstances that will affect the student's ability to submit an assessment on time or to attend an assessment, or have affected them.

Examples of 'other exceptional circumstances' might include

- natural phenomena such as earthquakes, ash clouds or severe weather
- civil unrest that might make it impossible for a student to travel to the University or submit work electronically
- a requirement that the student performs military service that they are unable to defer until after their programme finishes

The University does not regard the following as sufficient evidence of grounds for recognising extenuating circumstances

- a claimed medical condition or medical circumstances where there is no medical evidence to support it
- self-certified illness or medical circumstances
- claimed medical circumstances for which appropriate adjustments have already been made by the University
- a claim for recognition of a medical condition that relies on evidence that does not relate to the time when the illness or condition occurred
- circumstances stated to be unforeseen that a reasonable person would view as foreseeable or preventable
- a long term health condition, previously notified to the University, for which the student is receiving treatment and is receiving reasonable and appropriate adjustments to their learning opportunities and assessment arrangements, and which has not been subject to change
- a minor illness that would not normally lead a responsible and reasonable employed person to take sick leave
- holidays, including attendance at marriages, festivals and like events
- financial matters
- problems with network facilities, personal computers, or printers, other than those provided and maintained by the University expressly to support the student
- poor working practices such as:
  - failure to back up electronic documents regularly and securely
  - failure on the part of the student to acquaint themselves with the times, dates, and places where assessments were to be submitted or examinations sat
  - poor time management
- failure on the part of the student to acquaint themselves with the University’s assessment procedures including its procedures for reporting illness or unforeseen circumstances affecting their studies or assessments and its support arrangements

**Evidence required**

Details of evidence that is deemed acceptable is available in the University Regulations at: [www.surrey.ac.uk/quality_enhancement/regulations/](http://www.surrey.ac.uk/quality_enhancement/regulations/)

In all cases evidence must be relevant and not retrospective. In the case of applications made on medical grounds, the evidence must include the nature of the circumstance, the timescales over which the issue has occurred, and the extent to which this would have affected your studies or ability to attend exams. Evidence must be set out in writing, in English, and signed by the person providing it. Cases can only be considered when adequate and appropriate evidence has been received.

**Fit To Sit**

At the time of an examination you will be required to sign a declaration that you are fit to undertake the assessment. If you are taken ill, or are affected by unforeseen circumstances, immediately before or during an examination you should advise the invigilator. You will be required to complete a form stating that you are no longer fit to continue. You must then apply for Extenuating Circumstances, as per the above procedure, and provide the relevant evidence **within five working days**.
If you attend an examination, and subsequently submit extenuating circumstances that are accepted as valid, your mark will be voided and you will be allowed to take the assessment again as if for the first time.

RE-ASSESSMENTS

If you fail a unit of assessment within a module, and the module is failed overall, you will normally be allowed one re-assessment of the failed unit, which will take place at the appointed reassessment period (August).

If you fail more than 45 credits you are required to suspend your studies and re-take the failed assessments during the next academic year (normally with attendance at lectures, tutorials etc.).

Upon successful completion of the reassessed unit, the mark awarded for the unit shall be the University pass mark (40% for UG (FHEQ levels 4,5,6), 50% for PGT (FHEQ level 7)). If you fail your reassessment, you will be awarded the higher mark of the two attempts.

Examinations for reassessments are timetabled in the same way as normal examinations, as detailed in the section above.

For resubmission assignments, students will be informed of the deadline for each piece of work. In some instances, assignment resubmissions may be an alternative form of assessment, where the original method of assessment is not practical.

COMPENSATION

Compensation is the procedure available to Boards of Examiners to enable strong performance by a student across all their other modules to compensate for weaker performance in reassessments. For Undergraduate courses, compensation is available up to and including 30 credits in the first year of study and up to and including 15 credits thereafter. For Postgraduate Taught courses, compensation is available up to and including 15 credits.

Compensation for undergraduate programmes FHEQ Levels 4-6 is only available when the weighted aggregate of all module marks (including the failed module) is 45% or higher and the lowest overall mark achieved in the failed module is 30% or higher.

For FHEQ Level 7 of undergraduate programmes, compensation is only available when the weighted aggregate of all module marks (including the failed module) is 55% or higher and the lowest overall mark achieved in the failed module is 40% or higher.

Compensation is only available after reassessment except in the case of final year UG students.

Compensation is not available:
- for ‘Core’ modules
- if a student does not re-attend or resubmit as required
• to students who have not failed a module

Once awarded, compensation cannot be refused (rescinded) by the student other than where there are confirmed extenuating circumstances that entitle the student to be re-assessed.

Further details can be found in the University Regulations at: www.surrey.ac.uk/quality_enhancement/regulations/.

EXTERNAL EXAMINERS

<table>
<thead>
<tr>
<th>External Examiners</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Vineet Agarwal</td>
<td>Cranfield University</td>
</tr>
<tr>
<td>Dr Carole Elliott</td>
<td>Durham University</td>
</tr>
<tr>
<td>Prof Jo Crotty</td>
<td>University of Salford</td>
</tr>
<tr>
<td>Prof Yuksel Ekinci</td>
<td>University of Reading</td>
</tr>
<tr>
<td>Dr Alan Pilkington</td>
<td>Royal Holloway</td>
</tr>
<tr>
<td>Ivana Raonic</td>
<td>City University London</td>
</tr>
<tr>
<td>Dr Helen James</td>
<td>University of East Anglia</td>
</tr>
<tr>
<td>Dr Robert Mason</td>
<td>Cardiff University</td>
</tr>
<tr>
<td>Dr Ben Lowe</td>
<td>University of Kent</td>
</tr>
<tr>
<td>Dr Matthew Alan</td>
<td>University of Manchester</td>
</tr>
<tr>
<td>Dr Nancy Stevenson</td>
<td>University of Westminster</td>
</tr>
</tbody>
</table>

External Examiner reports will be available in SurreyLearn.

HIGHER EDUCATION ACHIEVEMENT RECORD (HEAR)

The Higher Education Achievement Report (HEAR) is an official electronic document which provides detailed information about your learning and achievement at the University to supplement your traditional degree classification. This electronic document can be used by you to evidence your HE credentials and to support your transition to work or further study. The HEAR provides a broad range of academic information including overall qualification and classification, modules and credits studied for the qualification, the assessment taken, the marks/grades achieved, dissertation title (where relevant), and any professional body accreditations. Additional recognised activities including, volunteering, training courses, national level sports activities and prizes are also featured.

You have free online access to your HEAR and related services via the gradintel.com website. You will have been registered for the HEAR service by the University and to access it you must have activated your account. Once your account has been activated you should log into your account via www.gradintel.com. Go to University Services and use the My HEAR tab to access your HEAR transcript.

LEARNING RESOURCES

UNIVERSITY LIBRARY AND LEARNING CENTRE
At SII you have access to several library services including those in the Lijin building, the main DUFÉ library and also the online services of the University of Surrey.

The SII Librarian is Ms Song Yanmei who is located in Room 214 of the Lijin building and can be contacted by email at songyanmei@dufe.edu.cn or phone 0411-8471 0081

Also, there is a SII Library QQ group (237092718) to communicate about library issues: please feel free to join this group.

A summary of services available to you is provided below:

Surrey International Institute - Library and Learning Centre

Resources

- Total Holdings = 9000
- 4999 English original books
- 4001 Chinese books
- Total holdings=62 (total magazines and newspapers)
- Computer terminals: 10 for students and teachers
- Seating desk space for up to 40 people (10 desks, 4 chairs in each desk)
- Short-term lockers for security of personal items

Book Borrowing

Opening hours:

Leaning Centre:
Location: The third floor of Lijin Building
8:00 am – 21:30 pm  Monday – Friday
8:00 am – 20:30 pm  Weekends

Library:
Location: Room 119
13:00 pm – 17:00 pm Monday – Friday
Closed during the whole weekends

Borrowing limits:
- Teachers: 8 books per time for up to 150 days with a 15 days renew period
- Students: 5 book per time for up to 30 days with a 7 days renew period

LANGUAGE LAB

The Lian Feng Bank Language Lab (located in Room 126 of the Lijin Building) has 30 computers equipped with earphones and microphones. The computers have a number of useful software programmes for students, such as, Road to IELTS, Study Skills Success, Prepare for Success and various eBook links. These resources are for both SII students and teachers alike and support learning undertaken within your academic programmes. Each year, SII builds upon these resources where possible. To assist users and those interested, student interns are on hand to assist where needed.
Language Lab daily open times are schedule is as followed.

<table>
<thead>
<tr>
<th>Open Range</th>
<th>Monday to Friday</th>
<th>Saturday to Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Time</td>
<td>8:00-20:30</td>
<td>9:30-15:30</td>
</tr>
<tr>
<td>Break Time</td>
<td>12:00-13:30, 17:30-18:30</td>
<td>No break time</td>
</tr>
</tbody>
</table>

If the Lab is booked by a teacher for workshops or other course activities, the Lab Administrator will provide advanced notice of changes to the Opening Times and Lab availability.

**SII Library Service**

There are self-service machines for printing/ copying/ scanning on the second floor of Lijin Building.

Surrey International Institute will provide library tours, library resources using guidance lecture, appointments and drop-ins, online consulting services, library activities (book floating) and so on for teachers and students to use library resources. During the Induction and Re-Induction Week at the beginning of the semester, there will be a basic introduction of available resources. A library tour may be provided as needed.

Librarian will hold seminars on library resources using guidance on a regular basis.

**University of Surrey online Library Services**

- over 50,000 electronic journals and over 350,000 electronic books
- direct access to online reading lists via the ‘virtual learning environment’ (SurreyLearn)
- subject-specific web pages – serving as online subject guides for your subject area
- dedicated services for distant learning students - Distance Learners Information Service (DLIS)
- access to other university libraries, via the SCONUL Access Scheme.
- current awareness services – Library blog, Facebook and Twitter

For general enquiries, the library staff can be emailed at: Library-enquiries@surrey.ac.uk

For online or print journal queries or access problems please email: Journals@surrey.ac.uk

**Online support**

There are dedicated web subject pages on the Library website for students with guidance on resources available and on referencing and bibliographic software. http://www.surrey.ac.uk/library/subjects/index.htm

**Information Skills Librarian**

Each Faculty has a named Information Skills Librarian (ISL), working alongside Student Learning Advisors, to provide a programme of induction, academic and information skills development for students. The ISL is available by email; contact details are available on the subject pages.
Faculty Engagement

Each Faculty has a designated Faculty Engagement Librarian responsible for developing appropriate collections and services and for liaising with academic and research staff. The Engagement Librarian works closely with the Schools within the Faculty from course initiation and development through to delivery, ensuring effective communication.

Copyright

You need to be aware of the main points of copyright law. In the UK the legal framework, including what is protected and for how long, is laid out in the Copyright, Designs and Patents Act 1988 and subsequent Statutory Instruments. Fair Dealing, however, allows a certain amount of copying for the purposes of ‘research for a non-commercial purpose or private study’. The amount which may be copied is not specified but is usually taken to mean a single copy of:
- one article from any one issue of a journal
- one chapter or up to 5% (whichever is greater) of a book or similar publication

Further information is available at:
http://www.surrey.ac.uk/library/learning/informationskills/copyright/index.htm

DUFU Main Library

On-site & Online Access

General introduction

The library of Dongbei University of Finance and Economics was founded in 1952. During 60 years’ development, it has a built–up area for up to 25,000 m² including South region (9,700 m²) and North region (15,700 m²). Now our library has a rich collection of more than 1.25 million copies of books, more than 1500 types of newspapers and journals, more than 220,000 copies of electronic books, more than 33,000 types of electronic journals and more than 45 Chinese and Foreign Databases. It also has more than 70 employees.

Digital Library Access

You can login the library homepage by 2 ways.

1. You could enter the DUFU homepage (www.dufe.edu.cn), and then choose English version, you will see a "library" menu, click it you will enter the library homepage.
2. The alternative is to log in the library homepage by typing in www.lib.dufe.edu.cn into address bar then you will be directed to the library homepage.

SII Librarian’s Responsibilities

The Librarian will provide professional support for students’ learning. The responsibilities mainly include:
- Introduce available library resources to students
• Provide daily management of library resources
• Provide guidance on how to use resources, including the book and periodical collections, access to network resources and so on
• Provide advocacy for new resources and provision of advisory services
• Provide resources to support students’ learning
• Participate in Library Committee, Student Support Committee, Learning and Teaching Committee, and collect feedback from teachers and students

If you have questions on the use of library resources, or need any related academic support, you can contact the SII Librarian for advice. Finally, both the University of Surrey Academic Liaison Librarian and the SII Librarian communicate regularly on sharing ideas to improve library services to SII students.

SURREYLEARN

SurreyLearn is the University’s online learning environment which will be used in a variety of ways by your lecturers and support staff to enhance and enrich your studies. Staff will provide information and guidance about how SurreyLearn will be used to support your learning and academic development, where applicable.

If you are experiencing any technical issues, please return to the login page, where you will find a link to perform a system check. This will confirm whether or not your computer and browser are set up correctly for using SurreyLearn. If you continue to experience problems, please email: surreylearnhelp@surrey.ac.uk

Accessing learning materials in SurreyLearn

Once you have logged in you will be taken to your SurreyLearn homepage. From here you can set up your profile, edit your preferences and, under the My Courses heading, access student support areas and modules you are currently enrolled in that have been made available by the module tutors. If you have been informed by a member of staff that a SurreyLearn module has been made available and you are unable to see it, please email surreylearnhelp@surrey.ac.uk

All students are also enrolled in the SurreyLearn Student Common Room which, as well as providing an introduction to using the online learning environment, includes important activities and materials about academic integrity and good practice. SurreyLearn can also be used as a key method of communication, so students are recommended to opt in to receiving notifications of important messages and to check regularly for the latest content.

Coursework Submission via SurreyLearn

As well as containing a collection of useful learning resources, SurreyLearn also enables the online submission of assignments and other coursework.

In partnership with the online submission facilities, the SurreyLearn Student Common Room also provides access to Turnitin, an electronic plagiarism detection tool, that allows you to upload and check your coursework for plagiarism before making your final submissions. It is strongly recommended that you familiarise yourself with this facility and the comprehensive guidance available - for more information please see the Academic Integrity section within this handbook.
Welcome to IT Services

This guide will provide you with all the information you need to know before you start using the IT services available to you at the University of Surrey.

http://www.surrey.ac.uk/itservices

Your Password

Most IT services including Surrey365 Email and SurreyLearn use the same University password, so it is important to remember that when you change your password for your University account it will also be updated across these services.

To change or reset your password off campus visit: https://adpasswd.surrey.ac.uk/

Email

Once you have activated your IT Account you can log in to your email by visiting https://surrey365.surrey.ac.uk and entering your IT username and password.

Your University email address is the primary method of contact between you and the University, so it is important that you check your inbox regularly for new messages.

SII Lijing Building has free Wifi throughout the building and photocopying machines available in the open areas on the second floor (above the café).

Saving your Work

Students are provided with a Personal Filestore to store work, files and documents. The Filestore is secure, backed up and can be accessed both on and off campus so you are able to continue working wherever you are located.

Remember to save documents in your Home (H:) Drive when using computers on campus. That way you can access them later from any lab on campus or remotely over the Internet.

Please do not save documents on any Open Access PCs Local (C:) Drive. If you do this your files will only be accessible when you are logged in to the same physical machine and will be permanently deleted when routine configuration changes are made.

Remote Access

It is possible to access almost everything you have on a University PC on an alternative computer at home. The Remote Access service is a secure way to do this and gives students access to their files and documents that are not normally available outside the University.

If you need to access your files remotely visit: remote.surrey.ac.uk and login using your IT username and password.
SurreySoftware

All University of Surrey students have access to SurreySoftware Store, here you will be able to download a range of Software for free for the duration of your studies.

Applications are delivered to your computer in minutes with a single click without the need to worry about updates and installs. To view and download software visit https://surreysoftware.surrey.ac.uk and login using your IT username and password.

Help and Support

The IT Service Desk will be your point of contact for any requests, queries or questions you may have about using IT at the University. Here’s how you can contact us:

Online: Raise a support request or view the status of a pending request via the Self-Service Portal.
Email: usersupport@surrey.ac.uk.

Term Time Opening Hours

<table>
<thead>
<tr>
<th>UK Time</th>
<th>Telephone Monitoring Hours</th>
<th>Email Monitoring Hours</th>
<th>IT Service Desk (Library, Level 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>08:00 – 17:30</td>
<td>08:00 – 17:30</td>
<td>09:00 – 17:00</td>
</tr>
<tr>
<td>Tuesday</td>
<td>08:00 – 17:30</td>
<td>08:00 – 17:30</td>
<td>09:00 – 17:00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>08:00 – 17:30</td>
<td>08:00 – 17:30</td>
<td>09:00 – 17:00</td>
</tr>
<tr>
<td>Thursday</td>
<td>08:00 – 17:30</td>
<td>08:00 – 17:30</td>
<td>09:00 – 17:00</td>
</tr>
<tr>
<td>Friday</td>
<td>08:00 – 17:00</td>
<td>08:00 – 17:00</td>
<td>09:00 – 17:00</td>
</tr>
<tr>
<td>Saturday</td>
<td>Closed</td>
<td>Closed</td>
<td>Closed</td>
</tr>
<tr>
<td>Sunday</td>
<td>Closed</td>
<td>Closed</td>
<td>Closed</td>
</tr>
</tbody>
</table>

For opening times outside of term time visit http://www.surrey.ac.uk/currentstudents/it/support

Outside of monitoring hours calls will be handled by a third party who can provide help for many common IT issues 24 hours a day 7 days a week.

Useful Weblinks

IT Services: www.surrey.ac.uk/itservices

Password Changer: https://adpasswd.surrey.ac.uk

Surrey365 Email: https://surrey365.surrey.ac.uk

SurreySoftware Store: https://surreysoftware.surrey.ac.uk
PERSONAL TUTORS

Each student will be allocated a Personal Tutor during his or her first week at the University and they will normally keep this Personal Tutor throughout their University career. The core purpose of the personal tutor is:

To support taught students’ academic, personal and professional development through an on-going personalised point of contact with the University…referring students to the appropriate sources of academic or welfare & support services when necessary. [1]

Personal tutors can advise students about support services outside the School, including those delivered by the Student Support Centre (Student Life Mentoring, Money advice and support, International visa and welfare support, Residential support and discipline in campus accommodation) or Centre for Wellbeing (Counselling, Physical and Mental health support), see: www.surrey.ac.uk/currentstudents/ask/

Personal tutoring has an important role in the continuing induction of students into the academic community, developing an understanding of learning and living in the University environment.

Personal Tutors also often write references to assist job applications by their tutees. Students are reminded, however, that they should ask their Personal Tutor in advance, whether he or she is willing to provide a reference.
There are considerable advantages in establishing and maintaining a good relationship with your Personal Tutor. The School's guidelines are that Personal Tutors should arrange to meet their undergraduate tutees at least twice a year, normally in the first half of the Autumn and Spring semesters. If a student is experiencing difficulties more frequent meetings should be arranged. All meetings should be structured with a clear and agreed agenda, with sufficient time to maintain and develop an effective relationship. A confidential record of tutorial meetings will be made, this information may only be shared in accordance with University data protection policies. [2]

In situations where a student experiences a significant problem that affects his or her academic performance, the responsibility for advising the student is normally shared between the Personal Tutor and the Course Director. The Personal Tutor retains the primary responsibility for advising the student on a personal basis, while the Course Director discusses action and decisions relating to the degree course with the student.

Students wishing to change their Personal Tutor should contact the Surrey Programme Administrator, Regina Yuan (regina.yuan@surrey.ac.uk). Please include your name, student number and reason for the change.

[1] Personal Tutoring – Code of Practice www.surrey.ac.uk/currentstudents/ask/regulations/

SPLASH - Student Personal Learning and Study Hub

SPLASH is a supported learning space on the 3rd floor of the Surrey Library (http://www.surrey.ac.uk/library/learning/). It is the place to come if you want to improve your academic skills or information skills. It's also a great place if you need somewhere to work as a group or practice presentations.

To access workshops you would need to have transferred to the UK campus. However, there is an online section that is available to SII students. It is recommended that you have a look at what is available in this area.

SPLASH staff run various workshops and offer 1:1 developmental sessions for UGs and Masters students to help you reach your academic potential at the University. Examples of the types of workshops run by SPLASH:

- making your writing more critical
- avoiding plagiarism
- finding your focus in your dissertation
- effecting reading and note making
- presentations
- improving my dissertation before submitting

Also on offer:

- advice from Information Skills Librarians and Student Learning Advisors during designated drop-in sessions
- a flexible study space incorporating individual and group study areas
- access to computers, print and copy facilities
• bookable private study spaces, equipped with PCs and whiteboards
• a training room housing workshops and other organised activities

See [http://www.surrey.ac.uk/library/learning/](http://www.surrey.ac.uk/library/learning/) for more details

### ADDITIONAL LEARNING SUPPORT

Additional Learning Support (ALS) provides a wide range of support for disabled and dyslexic students. ALS is located on the 4th floor of the Library. Contact the Additional Learning Support (ALS) team for an appointment on 01483 68 9609 or email [als@surrey.ac.uk](mailto:als@surrey.ac.uk).

See the website at; [www.surrey.ac.uk/currentstudents/study/als](http://www.surrey.ac.uk/currentstudents/study/als)

To apply for examination adjustments (e.g. extra time), you must make an appointment with ALS within the first 5 weeks of semester. The two semester **deadlines** for applications for examination adjustments are:

**7 November 2016 and 10 March 2017**

Delays in formally reporting your circumstances to ALS may result in there being insufficient time to put the arrangements in place, particularly for programmes with examinations and class tests in the first semester.

If you have sent personal details or medical documents to Accommodation please note that these are not shared with ALS for the purpose of adjustments to examinations. Therefore, you must make a separate application to ALS.

Please bring your medical evidence or dyslexia assessment to the appointment, if you've not already given it to ALS. Distance learners can scan and email medical or other documents. If the assessment is not in English we will need a translation, please see the ALS website for more information.

If your dyslexia assessment was completed before you were 16 years of age you will need a further assessment to qualify for examination adjustments or the Disabled Students Allowance (DSA). ALS can refer you for a new assessment but you will be asked to make a contribution towards the cost; see the ALS website for more information about our examination policies. You need only apply once for all subsequent examinations unless your needs change.

For more information see the Academic Regulations policy relating to the Learning Support Adjustments (LSA) form and the role of ALS: [www.surrey.ac.uk/quality_enhancement/regulations/](http://www.surrey.ac.uk/quality_enhancement/regulations/)

### STUDENT AFFAIRS OFFICE: Room 212 Lijin Building

The SII Student Affairs Office, and your allocated Student Affairs Officer, can provide you with assistance in many areas. These include such things as needing specialised counselling, assistance when emergencies or personal problems arise, health or medical issues, and the Student Union at SII.
The Student Affairs Office assists with the various student Associations and Clubs, competitions, sports events, festivals and gala shows at SII. If you are interested then please ask any of the student affairs officers.

If you are seeking internal internship opportunities within SII then please see the student advisor, Ms Lu Yuan, within this office. Normally, these opportunities are advertised in the Learning Centre on the third floor of the Lijin Building.

**EXTERNAL INTERNSHIP OPPORTUNITIES: Room 214 Lijin Building**

Internship opportunities are periodically advertised for SII students. If you have any queries on such items you can speak to Mr. Lan Guang (languang@dufe.edu.cn), or Miss Li Shuqi (lishuqi@dufe.edu.cn) in the Career and Alumni Office (Room 214).

**BUILDING HEALTH OR SAFETY: Room 204 Lijin Building**

In addition to the briefing on safety during your induction programme, it is important that you understand your own responsibility for ensuring the safety of those around you. Throughout your time at University, you are required to co-operate in the implementation of the University’s Health and Safety policy. You should take care of your own safety and that of others at all times.

In addition, you must help the University to carry out its responsibilities.

In particular this means that you:

- Do not create dangerous situations, e.g. clear up if you spill anything.
- Do not leave things lying around for others to fall over.
- Do not use equipment before you are shown how to use it.
- Co-operate during fire drills and major accidents by evacuating the buildings immediately in an orderly way. Please follow instructions of your class lecturer and/or evacuation officers. Particular guidance will be given in laboratory classes.

Any matter pertaining to either health or safety within the Lijin Building should be brought to the attention of administrators within the above-mentioned room. The Head of Administration is Ms Leng Mingxin.

**UNIVERSITY EMPLOYABILITY & CAREERS CENTRE**

From the latest job vacancy information to inspiring talks and employability workshops, our Career Development Centre will help you transform knowledge and skills into the tools you need for a successful career.

Our careers team offer a wide range of support, including one-to-one advice, innovative events and access to employer directories to help you explore the exciting opportunities available after University and navigate the different stages of the recruitment process.
Whatever your degree or stage of study, the Career Development Centre is open all year round, with help available online as well as face-to-face in our office, Room 214 of the Lijn Building.

We also invite employers onto campus to run workshops on CVs, interview technique, assessment centres and a wide range of skills as part of a central programme. You may also see us in lectures as we provide bespoke sessions for many departments.

The Career Development Centre also has a strong online presence. There is a We-chat page, which will send you regular alerts of opportunities once you have registered. These include short summer internship opportunities as well as graduate roles.

T: +86411 84710812

MATERNITY

The University is committed to ensuring that it does not treat a student less favourably than other students on the grounds of pregnancy, maternity or paternity.

The University provides a range of support services and study-related adjustments in order to help students start, complete and succeed in their studies. A flexible and personal approach will be taken to supporting students who are pregnant or who have very young children. In each case a staff member will draw up, in close consultation with the student and with advice from the Centre for Wellbeing, an Individual Support and Adjustments Plan, which includes a risk assessment. This will be reviewed regularly throughout the pregnancy by the staff member and the student.

Students are strongly encouraged to disclose a pregnancy as early as possible to their Personal Tutor, Director of Learning & Teaching, Supervisor or a member of Programme Administration staff, and also discuss support available with staff in the Centre for Wellbeing. Students are not obliged to disclose, but if they choose not to disclose their pregnancy, the University may not be able to provide protection from certain hazards; take a fully flexible and planned approach to their programme of study, including offering time off; or provide specific support or study adjustments.

Students must notify the University no later than 15 weeks before their expected due date and provide appropriate supporting evidence, if they would like a maternity or paternity-related absence from studies.

Further information is available at:
www.surrey.ac.uk/currentstudents/regulations/regulations.htm
TEMPORARY SUSPENSION FROM STUDIES

If you are experiencing personal difficulties that are impacting on your studies you may be considering a period of temporary suspension from the programme; in this case you should discuss the matter with your Personal Tutor and inform the SII Registrar Ms Liu Fang. If you decide to apply for a period of temporary suspension you will need to complete the application form and submit it to your SII Registrar to be processed.

During temporary suspension, students do not receive tuition, cannot use the University’s facilities or submit any work for assessment. Access to University email continues during periods of temporary suspension in order to ensure contact is maintained.

WITHDRAWAL FROM PROGRAMME REGISTRATION

If you wish to permanently withdraw from your programme you should first discuss the matter with your Personal Tutor and subsequently inform the SII Registry Office.

OFFICE OF STUDENT COMPLAINTS, APPEALS & REGULATION (OSCAR)

The Office of Student Complaints, Appeals and Regulation (OSCAR) deals with the administration of academic appeals, fitness to practise cases, fitness to study matters, complaints and student discipline.

Complaints made by students are dealt with informally in the first instance, either within a Faculty or a central department. When a student is dissatisfied with the response received they may submit a formal written complaint via OSCAR.

For further information, visit www.surrey.ac.uk/oscar

The Students’ Union (ussu.info@ surrey. ac. uk) is available to offer advice and support to students wishing to initiate procedures under the University’s internal procedures.

ACADEMIC APPEALS

The University considers that an academic appeal may be made when there is independent evidence to show:

- that staff or bodies have not followed approved regulations and procedures, or have not followed them with due care;
- that staff or bodies have not acted fairly towards the student by showing, or appearing to show, bias in the way they have made the relevant academic decision;
- that the student's performance was affected by circumstances that they could not report at the time for valid reasons and that the extenuating circumstances have not been taken into account in making the relevant academic decision.
In making an academic appeal it is for the student to show that one or more of the matters listed above applies.

Any student who believes he or she has grounds for appeal against a decision by the University should follow the procedure as outlined in the Regulations for Academic Appeals Appeal [www.surrey.ac.uk/oscar](http://www.surrey.ac.uk/oscar) The procedure outlines the time limits for submitting appeals.

The first point of contact for any appeals should be the University's Office of Student Complaints, Appeals and Regulation (OSCAR). Their contact details and other useful information can be found at [www.surrey.ac.uk/oscar](http://www.surrey.ac.uk/oscar)

**COMPLAINTS**

The University has a procedure to address complaints by students about Learning Opportunities and other aspects of University life.

This is located at [www.surrey.ac.uk/oscar](http://www.surrey.ac.uk/oscar)

Underlying this procedure is the basic principle, and an understanding within the University, that a complainant should feel able to make a complaint or express a complaint without fear of victimisation or reprisal.

Although we endeavour to ensure that you have a positive experience whilst at the University of Surrey, situations may arise in which you feel dissatisfied with the service provided by the School or the University. For any Programme-related matters, the School must be the first point of call for any complaint, and this will initially be dealt with in an informal manner. At SII students can speak to their programme leader or Associate Dean. In the event that the complainant is still unhappy with the resolution provided by the School, or if the School does not respond, the student should progress the complaint to the formal stage via OSCAR.

A Guide to the Complaints Procedure is available from the Students’ Union at: [http://www.uusu.co.uk/support/Pages/Complaints.aspx](http://www.uusu.co.uk/support/Pages/Complaints.aspx)

**INFORMAL STAGE**

Complaints can take a number of forms and the process for dealing with them changes accordingly:

**Administration and teaching**

You may have concerns relating to the general content and/or general administrative arrangements associated with programmes of study. The best place to deal with these concerns is the Staff-Student Liaison Committees.

Issues relating to a particular module/unit must be raised in the first instance directly with the module leader concerned. Module Evaluation Questionnaires provide further opportunity to provide constructive feedback on specific modules. If dissatisfaction persists, the Personal Tutor or Programme Leader can be asked to intervene.

**Examinations and assessment**
Concerns arising from examination procedures, or about decisions relating to a student’s progress arising from examination and assessment procedures, should be addressed to the Examination Officer or SII Registrar. They will liaise closely with relevant staff to resolve the matter. Such matters may be referred to the Head of School or Head of Department if deemed necessary.

**General services and facilities provided centrally by the University**

For complaints associated with general services and facilities provided centrally by the University, students should refer to the University’s Complaints Procedure: [www.surrey.ac.uk/oscar](http://www.surrey.ac.uk/oscar). At SII please see the programmes administrator in Room 201 of the Lijin Building.

**Complaints of a personal nature**

Complaints of a personal nature should, in the first instance, normally be taken up directly with the student’s Personal Tutor, who will bring his/her best efforts to bear with appropriate University colleagues to resolve the matter with or on behalf of the student.

If the complaint cannot be resolved satisfactorily directly by the Personal Tutor, an approach should be made to the Director of Learning and Teaching, as appropriate, setting out in writing the difficulties which are unresolved. The appropriate staff member will discuss the matter with the Personal Tutor and with the student with a view to finding a resolution.

In the event that the complaint arises from the working relationship with the Personal Tutor, if the student feels comfortable, the matter should be raised directly with the Personal Tutor in the first instance with a view to resolving the matter. If a resolution cannot be found, or the student does not feel comfortable addressing the issue directly with the Personal Tutor, an approach should be made to Director of Learning and Teaching, who will discuss the matter with the student and the Personal Tutor with a view to finding a resolution. The Head of School or Associate Dean at SII may make arrangements for the student to be assigned to another Personal Tutor if this is deemed necessary and appropriate.

**FORMAL STAGE**

Where complaints made informally are not acknowledged, or do not lead to a satisfactory resolution, the student may make a formal written complaint to the representative of the relevant University Service, as follows:

<table>
<thead>
<tr>
<th>Service</th>
<th>Postholder</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Library and Learning Support</td>
<td>SII Library and Learning Support Services, Ms Song Yanmei, Room 119</td>
</tr>
<tr>
<td>Audio-Visual Services</td>
<td>SII Administrator, Ms Leng Mingxin, Room 204</td>
</tr>
<tr>
<td>IT Services</td>
<td>SII Administrator, Mr Dong Dayi, Room 224</td>
</tr>
<tr>
<td>Academic Registry</td>
<td>The Academic Registrar – Ms Liu Fang, Room 211</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>Head, Student Affairs Office – Ms Zhou Jiuli, Room 212</td>
</tr>
<tr>
<td>Office for Student Complaints</td>
<td>Academic Registrar, Ms Liu Fang, Room 211</td>
</tr>
</tbody>
</table>
Appeals and Regulations

The University's complaint form and guidance is provided by OSCAR at: www.surrey.ac.uk/oscar

Complaints about other aspects of student life should be directed to the appropriate Head of Service. If in doubt, please contact the Surrey Programme Administrator in room 201 of the Lijn building.

HOW TO MAKE YOUR VOICE HEARD

MODULE EVALUATION QUESTIONNAIRES (MEQs)

For: All students excluding those on placement or taking dissertation modules
Survey dates: End of each Semester

Towards the end of each Semester, students will be contacted by email and asked to complete a module evaluation questionnaire for each of their modules. This is an anonymous online evaluation form with five key areas: teacher support, learning experience and pedagogy, module design, student interaction, and assessment and feedback.

MEQs provide the School/Department with important module-by-module feedback and a better understanding of a student’s learning experience, quality of assessment and feedback, and student-teacher interaction. They are used for enhancing the student learning experience where appropriate. Student evaluation of learning and teaching is considered at Boards of Studies and Staff/Student Liaison Committees.

STUDENT REPRESENTATION - SII CLASS MONITORS

STUDENT ACADEMIC REPRESENTATIVES

Each class at SII has a student monitor who represents all students in that class. These representatives may individually, or acting together with other student representatives, formally raise issues of concern at the Staff/Student Liaison Committee meetings.

However, class monitors can also raise issues with their Lecturers, Programme Leaders or Associate Dean at any time and where a simple answer may resolve an issue quickly to the satisfaction of the students.

Student representatives at SII are expected to:

• Liaise with the SII Student Union
• Attend all Student Liaison Meetings
• Consult with peers about course-related issues
• Provide feedback to peers on responses provided by staff or committees
• Share information and discuss issues with peers
• Keep in regular contact with the Student Affairs Office.
Further information about the role of a student representative can be obtained by emailing: sii_registry@dufe.edu.cn.

**STUDENT STAFF LIAISON COMMITTEE**

Student Representatives will meet regularly at a Student-Staff Liaison Committee chaired by the Associate Dean (UoS) at SII to provide a forum for discussion between staff and students about courses and other relevant matters. The minutes of the SSLC are considered at the relevant Boards of Studies, held once a semester. The SSLC meets at least once each semester, attendees will consist of all class monitors and a representative body of academic staff members.

Class monitors will be expected to attend all SSLC meetings. This opportunity affords you the chance to participate and represent your colleagues, to review and discuss the policies or decisions that will affect not only your cohort but other cohorts to follow.

Examples of some recent changes made by the Faculty in response to recent feedback:

- Ensuring presentation slides are uploaded onto SurreyLearn well before classes to ensure students can study before the session.
- Teachers to speak slower when delivering lectures / tutorials so students can adapt to various accents.

**BOARD OF STUDIES**

The Board of Studies is responsible for the overall monitoring, evaluation and development of programmes. All academic staff who teach on programmes are members and a Student Academic Representative for each programme is elected to the Board. The Student Academic Representatives are invited to attend the Board meetings except for items identified as *reserved business*, which are usually to do with individual student or staff issues.