

UNIVERSITY of
STIRLING



RAS AL KHAIMAH
CAMPUS



Student Handbook

(ACADEMIC YEAR 2026-27)

BE THE DIFFERENCE

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Disclaimer of Liability

The University's courses are subject to a continuous process of review. While every effort has been made to ensure the accuracy of material in this handbook at the time of going to press, the University will not be liable for any errors or omissions. The University reserves the right in every case at its discretion to vary the contents of courses or parts of courses, to offer new courses, to discontinue existing courses and to cancel courses in the event of low enrolments.

1 INTRODUCTION:

1.1 University of Stirling UK Overview

University of Stirling, UK is a globally recognised public university renowned for its excellence in teaching, research, and innovation. Located in Stirling, Scotland, the University was established in 1967 by Royal Charter, becoming the first new university founded in Scotland for almost 400 years. Since its inception, the University has been driven by transformative thinking, academic excellence, and a strong commitment to widening access to higher education.

The University's longstanding commitment to innovation, inclusivity, and academic quality has established it as one of the leading universities in the United Kingdom and a respected institution within the global higher education community.

- The University of Stirling is rated 5 stars overall in QS Stars University Ratings 2024
- The University of Stirling ranked in the top 500 global universities in the QS World University Rankings 2024 Top 60 in the world in the Times Higher Education Golden Age University Rankings 2020
- QS World University Rankings 2023 in the following:

Sport	: Top 10 in the UK, Top 100 in the world
Communications and media	: Top 25 in the UK, Top 200 in the world
Education	: Top 25 in the UK, Top 200 in the world
Philosophy	: Top 25 in the UK, Top 200 in the world
Psychology	: Top 250 in the world
- The University of Stirling is ranked in the top 40 UK universities in the Times and Sunday Times Good University Guide 2023.

Rankings and Recognition

- In the QS World University Rankings 2026, the University of Stirling was ranked 452 globally. For reference, in the subsequently published QS World University Rankings 2027, the University is ranked 517 globally.
- The University of Stirling has risen 18 places to 37th in the Top 50 UK University Rankings 2027 published by *The Times* and *The Sunday Times*.
- The University holds an overall 5-Star rating under the QS Stars University Ratings 2024, with five-star ratings in areas including Teaching, Employability, Global Engagement, Research, Facilities and Environmental Impact.
- Stirling Business School – Accreditation and Recognition
- The University of Stirling Business School is accredited by AACSB International (Association to Advance Collegiate Schools of Business). The University describes this as placing the Business School among approximately 6% of leading business schools worldwide to achieve AACSB accreditation.
- BA (Hons) Accounting & Finance – Professional Recognition
- The BA (Hons) Accounting & Finance programme offered at the University of Stirling – Ras Al Khaimah Campus is recognised by several major international professional accountancy and finance bodies.
- Students may be eligible for up to nine ACCA exemptions and up to 4 out of 6 of ICAEW -CFAB exemptions, subject to the requirements, module completion conditions and regulations of the respective professional bodies.
- The programme also has professional accreditation or recognition associated with the Chartered Institute of Management Accountants (CIMA), Chartered Institute of Public Finance and Accountancy (CIPFA), Institute of Chartered Accountants of Scotland (ICAS), Association of International Accountants (AIA), and Chartered Institute for Securities & Investment (CISI).
- The Accounting & Finance programme is also recognised under the CFA Institute University Affiliation Program, reflecting the incorporation of relevant elements of the CFA Program Candidate Body of Knowledge within the curriculum.

1.2 About University of Stirling RAK Campus:

Established in the year 2018, the University of Stirling has partnered with Planet One International Education to deliver undergraduate and postgraduate degree courses, in accounting & finance, business management, computing science, software engineering & Big Data, at their international campus in Ras Al Khaimah (RAK).

University of Stirling, Ras Al Khaimah Campus (UAE)

The University of Stirling – Ras Al Khaimah (RAK) Campus was established in **2018** as an international branch campus of the University of Stirling, UK. Located in Ras Al Khaimah, United Arab Emirates, the campus was created to extend the University's high-quality British education to students in the UAE and the wider region. The RAK Campus delivers University of Stirling programmes and qualifications under the academic oversight and quality assurance framework of the UK home campus, ensuring that students receive the same academic standards and learning outcomes as their counterparts in Scotland. Since its establishment, the campus has grown to provide undergraduate and postgraduate programmes in areas such as business, computing, law, psychology, and early childhood education, contributing to the higher education sector in the UAE and supporting the development of a skilled and globally competent workforce.

1.3 Your Programme Handbook

This student handbook provides you with important information about your programme of study in the University of Stirling RAK, as well as the procedures, operated within the university, academic regulation, module delivery & assessments and direct you to other general information about studying at University of Stirling RAK Campus. If you still do not have the information you require from these sources, please get in touch with the Module Co-Ordinator for the modules involved.

1.4 Welcome Messages:

1.4.1 Message from the Academic Director



Dear Students,

It is my great pleasure to welcome you to the 2026/27 academic year at the University of Stirling, RAK Campus. A very warm welcome to our new students beginning their Stirling journey, and welcome back to our continuing students as you progress to the next stage of your studies.

Beginning university is an important milestone. It is not only the start of an academic journey, but also an opportunity to shape your future, develop your professional identity, discover your strengths, and prepare yourself for a fast-changing world.

Since its establishment in Ras Al Khaimah in 2018, the University of Stirling RAK Campus has provided students in the UAE and internationally with the opportunity to pursue a high-quality UK education in a diverse and multicultural environment. Our programmes span

Accounting and Finance, Management, Computing Science, Software Engineering, and Data Science and Artificial Intelligence.

At Stirling, our commitment goes beyond academic achievement. We aim to help you develop knowledge, critical thinking, creativity, professional skills, and career readiness. Through academic learning, industry engagement, professional certifications, research, internships, and co-curricular activities, we encourage you to make the most of every opportunity available to you.

Our faculty and staff are committed to supporting your academic progress and personal development. Your learning experience at the RAK Campus is closely aligned with the University of Stirling in the UK, with assessments, moderation, and academic oversight conducted in line with the University's rigorous quality standards.

University life is also about participation and belonging. I strongly encourage you to engage in student clubs, competitions, research activities, sports, cultural events, industry initiatives, and community activities. These experiences will help you build confidence, leadership, teamwork, and professional networks.

As students, you also have an important responsibility to attend and participate actively in your classes, maintain academic integrity, respect the University community, and take ownership of your academic and professional development.

This Student Handbook has been designed to provide you with essential information about your programme, University policies, academic requirements, and available support. Please read it carefully and keep it as a useful reference throughout your studies.

I encourage you to approach the year ahead with curiosity, confidence, responsibility, and ambition. Make the most of your time at Stirling, seek support whenever needed, and continue to challenge yourself to grow both academically and personally.

Wishing you a successful, rewarding, and memorable academic year.

Dr. CT Sunil Kumar,
ACMA, CGMA, CPA, CMA®, MCSI, FAIA, MIPA, AFA, SFHEA.
Full Member of the AAA.

email: sunil.kumar@stir.ac.uk

1.4.2 Message from the Programme Director - BA (Hons) Accounting & Finance



Welcome to the BA (Hons) Accounting and Finance programme at the University of Stirling, Ras Al Khaimah Campus. Congratulations on joining our academic community and beginning an important stage of your educational and professional journey.

The Accounting and Finance programme is designed to provide you with a strong academic foundation while developing the knowledge, analytical capabilities, professional skills, and practical understanding required in an increasingly dynamic global business environment. Throughout your studies, you will have opportunities to engage with contemporary developments in accounting and finance, strengthen your critical thinking and problem-solving abilities, and develop competencies relevant to your future career and further professional or academic progression.

At the University of Stirling, learning extends beyond the classroom. We encourage you to participate actively in lectures, seminars, academic activities, industry engagements, professional development opportunities, and the wider university community. Your commitment, curiosity, and willingness to engage will play an important role in shaping your university experience and future success.

We recognise that university study can bring both opportunities and challenges. You are therefore supported throughout your academic journey by your academic faculty and a dedicated team of professionals, including Progression and Support Advisors, Careers and Placement Advisors, Learning Support Staff, and Visa & Immigration Advisors. If you require academic guidance or support at any stage, please contact me or speak with the appropriate member of our team.

Academic staff maintain regular office hours and are also available by appointment. Effective and timely communication is essential to your success. Please check your University email regularly, as it remains an important channel for academic announcements, module information, assessment-related communication, and other updates.

As Programme Director, I look forward to supporting your academic progress and encouraging you to make full use of the opportunities available during your time with us. I hope your experience at the University of Stirling will be academically rewarding, professionally enriching, and personally fulfilling, and that it will prepare you to become a confident, ethical, and future-ready accounting and finance professional.

I wish you every success for the academic year ahead.

Best wishes,

Dr. Sanman Jain Nellikar,

SFHEA, CPA (Australia), CMA (CMA ANZ), FAIA, CGBA

email: sanman.j@stir.ae

1.4.3 Message from the Programme Director - BSc (Hons) Management



Congratulations on joining the BSc (Hons) Management programme at the University of Stirling, Ras Al Khaimah Campus. I am delighted to welcome you and look forward to supporting you as you begin this exciting stage of your education.

You are joining a wider University community of more than 17,500 students globally. The University of Stirling holds a five-star overall rating in the QS Stars University Ratings 2024 and has been named Scottish University of the Year in the Daily Mail University Guide 2027.

Our programme will help you develop a broad understanding of contemporary business and the practical skills needed to become an effective manager. You will strengthen your analytical thinking, problem-solving and decision-making, while building confidence in communication, teamwork and leadership.

Our teaching team is committed to making your learning experience engaging and productive. I encourage you to participate actively in classes, ask questions, use feedback to improve your work and seek guidance whenever you need it. Approach your studies with curiosity, respect for others and academic integrity.

University life also offers valuable opportunities beyond the classroom. Make the most of sports, clubs and campus events to explore your interests, build friendships and develop your leadership skills. Be willing to step beyond your comfort zone and contribute to our campus community.

If you encounter any academic or personal difficulties, please reach out to us early so that we can help you access appropriate support. I wish you a rewarding and successful journey at Stirling RAK.

Best wishes,

Dr Nikhil Valayangattu Palakkal, FHEA

Email: nikhil.vp@stir.ac.uk

1.4.4 Message from the Programme Director - BSc (Hons) Software Engineering



Welcome to the Software Engineering programme at the University of Stirling RAK Campus. Our academic mission is to provide students with the specialist technical knowledge and advanced programming competencies required to navigate and contribute to the demands of the Fourth Industrial Revolution.

The Emirates places a significant emphasis on technological advancement, reflected in strategic initiatives like UAE Industry 4.0, which aim to boost productivity and foster innovation. This programme equips candidates with the foresight necessary to adopt leading-edge technologies that drive societal progress and sustainability. Our courses enable students to pursue further academic or professional qualifications seamlessly.

Through this degree, and additional certifications, you will develop core competencies in logical analysis, creative problem-solving, and systems thinking. You will engage deeply with contemporary practices for real-world software design, mastering the principles of modern software development methodologies alongside essential programming technologies.

The transition process can be demanding; please know that substantial support is available from the University staff. Should you require guidance or assistance, please consult your tutor or contact me directly. Our programme team is committed to ensuring a career-focused education within a supportive learning environment.

I eagerly anticipate the arrival of our new students this session. I wish you an enriching, exciting, and highly productive academic year 26/27.

I wish you well, like all worthwhile endeavours, you will need to work hard and have fun!

William Alistair McQueer
BSc PgDip PGCE SFHEA SMIEEE
email id: william@stir.ae

1.4.4.1 Message from the Programme Director - BSc (Hons) Computing Science



Congratulations on joining the BSc (Hons) Computing Science programme and stepping into an exciting field that shapes our modern world and drives innovation.

Over the course of your studies, you will develop the knowledge and practical skills to design, build, and analyze computer systems, equipping you to address real-world challenges with confidence.

University life is much more than lectures and assignments - it is also about personal growth, building meaningful connections, and creating memorable experiences. I encourage you to take full advantage of the opportunities available: participate in extracurricular activities, join student clubs, engage in competitions, and collaborate on projects beyond the classroom. These experiences will not only enhance your skills but also enrich your journey at the University of Stirling RAK campus.

As your Programme Director, I look forward to supporting you every step of the way and to celebrating your achievements, both academic and personal.

Welcome to the programme, and I wish you every success in your studies.

"Your journey starts here - make it one that inspires others."

Preetha V K, SFHEA, CC
email id: preetha.s@stir.ae

1.4.4.2 Message from the Programme Director - BSc (Hons) Data Science & Artificial Intelligence



It is with great pleasure that we welcome you to the University of Stirling – Ras Al Khaimah Campus and to the exciting world of Data Science and Artificial Intelligence. You are now part of a vibrant academic community committed to innovation, creativity, and excellence.

As future data scientists and AI specialists, you are entering a field that is shaping industries, transforming societies, and redefining the way we live and work. Over the course of your studies, you will develop not only strong technical expertise in data analysis, machine learning, and AI systems but also critical thinking, ethical awareness, and problem-solving skills that will prepare you for real-world challenges.

Our faculty, staff, and industry partners are here to support you every step of the way – through engaging lectures, practical workshops, collaborative projects, and industry exposure.

We encourage you to make the most of the opportunities available to you, actively participate in campus life, and explore the many ways your skills can make a meaningful impact.

We look forward to seeing you grow into innovative professionals and leaders in the ever-evolving world of technology. Welcome aboard, and let's shape the future together!

Dr. Shamik Palit, SFHEA
email id: shamik.p@stir.ae

2 ACADEMIC CALENDAR

2.1 Academic Calendar - Undergraduate Programmes

Autumn Semester	
Teaching starts	Mon 14 September 2026
Teaching ends	Fri 04 December 2026
Autumn examination period	Tue 8 December - Fri 18 December 2026 (inclusive)
Semester break	Sat 19 December - Sun 17 January 2027 (inclusive)
Spring Semester	
Teaching starts	Mon 18 January 2027
Teaching ends	Tue 13 April 2027
Spring examination period	Mon 19 April - Fri 7 May 2027 (inclusive)
Autumn resit/deferred examination period	Mon 10 May – Mon 17 May 2027 (inclusive)
Spring resit/deferred examination period	Mon 14 June – Mon 21 June 2027 (inclusive)

3 PROGRAMME DETAILS - UG PROGRAMMES

3.1 BA (Hons) Accounting & Finance

3.1.1 Credit Summary

Mode of Study	Full Time
Duration of Programme	Yr 1 – Advanced Standing + 3 years
SCQF	Level 8 – 10
Total Credit Value	480- Including 120 advanced entry credit
ECTS	Credit Value 240

3.1.2 Programme Summary

If you're planning a career in accountancy or the financial sector, studying with the University of Stirling is the perfect starting point. Our course boasts 5-star teaching and multiple industry accreditation. An accounting and finance degree empowers you to prepare, present and interpret financial information for a wide range of organisations, and the skills you learn will enable investors, lenders, management and others to make key decisions based on financial facts. Our Accountancy and Finance programme gives you an excellent insight introduction to the major topics examined by the principal professional accounting bodies.

From a basic understanding of how to prepare financial statements, through to an in-depth knowledge of auditing and reporting, this degree covers everything you'll need to know to join the thousands of Stirling graduates who have successfully transitioned from this course into the professional world.

3.1.3 Learning and Teaching

Modules offer a mixture of online content including videos, recorded short lectures, interactive activities and face to face teaching sessions. Face to face sessions may be online, on or off campus. You will be encouraged to develop as an independent learner, working through reading and tasks set on a weekly basis. You are expected to set aside a substantial part of your week to complete this work. During teaching sessions, you will discuss topics you have been given to prepare in advance, work through tasks in groups and can ask questions. This allows you to consolidate your knowledge, delve into the subject and work with your fellow students, who will come from diverse backgrounds. These activities will help you develop graduate attributes including team working, communication skills and time management. As well as these sessions, you might have to complete tasks outside classes to help your understanding of the subject and develop your skills. Our learning and teaching approach is not only about transferring knowledge to you, but also about you building confidence to learn independently while developing a wide range of skills.

3.1.4 Course Structure

Direct entry to Year 2.

Year- 2

Semester 3- Autumn 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Introduction to Financial Accounting	ACCUCA1	20	Autumn	8
Personal Finance	FINU8PE	20	Autumn	8
The Global Business Environment: An Introduction	MGTU9S1	20	Autumn	8

Semester 4- Spring 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Introduction to Management Accounting	ACCUCA2	20	Spring	8
Introductory Economics	ECNUC15	20	Spring	8
The Management Challenge: An Introduction	MGTU9S2	20	Spring	8

Year- 3

Semester 5- Autumn 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Quantitative Methods for Business Decisions	FINUCQE	20	Autumn	9
Accounting Information and Employment	ACCUCAE	20	Autumn	9
Corporate Finance	FINUCCF	20	Autumn	9

Semester 6- Spring 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
External Reporting	ACCUCA4	20	Spring	9
Finance II	FINUCF4	20	Spring	9
Applied Management Accounting	ACCUCMS	20	Spring	10

Year- 4

Semester 7 - Autumn 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Securities and Investments	FINUCFS	20	Autumn	10
International Finance	FINUCFB	20	Autumn	10
Advanced Financial Accounting	ACCUCAA	20	Autumn	10

Semester 8 - Spring 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Critical Analysis of Accounting & Finance Issues	ACCUCCA	20	Spring	10
Taxation	ACCU9TX	20	Spring	10
Auditing	ACCUCA6	20	Spring	10

3.2 BSc (Hons) Management

3.2.1 Credit Summary

Mode of Study	Full Time
Duration of Programme	Year 1 Advanced Standing Entry + 3 years

SCQF Level	8 – 10
Total Credit Value	480 Including 120 advanced entry credit
ECTS Credit Value	240

3.2.2 Programme Summary

This course will equip you with a broad understanding of complex competitive environments and analytical decision-making skills, which are critical to becoming an effective manager in modern, data-rich and responsible businesses. You will learn about the internal dynamics, functions and capabilities of organisations, the challenges to businesses and society, and develop structured methodological approaches to explore complex problems, design and evaluate alternative plans using a variety of management tools and computer-based simulations. You will also develop personal skills in critical thinking, teamwork and leadership, and have the communication skills to confidently translate ideas into action for a wide range of stakeholders.

3.2.3 Learning and Teaching

Modules offer a mixture of online content including videos, recorded short lectures, interactive activities and face to face teaching sessions. Face to face sessions may be online, on or off campus. You will be encouraged to develop as an independent learner, working through reading and tasks set on a weekly basis. You are expected to set aside a substantial part of your week to complete this work. During teaching sessions, you will discuss topics you have been given to prepare in advance, work through tasks in groups and can ask questions. This allows you to consolidate your knowledge, delve into the subject and work with your fellow students, who will come from diverse backgrounds. These activities will help you develop graduate attributes including team working, communication skills and time management. As well as these sessions, you might have to complete tasks outside classes to help your understanding of the subject and develop your skills. Our learning and teaching approach is not only about transferring knowledge to you, but also about you building confidence to learn independently while developing a wide range of skills.

3.2.4 Course Structure

Year 2

Semester 3- Autumn 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Financial Markets and Institutions	FINU8FM	20	Autumn	8
The Global Business Environment: An Introduction	MGTU7S1	20	Autumn	8
Fundamentals of Sustainability in Management	MGTU9S3	20	Autumn	8

Semester 4- Spring 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
The Organisation of Business	BUSU9OB	20	Spring	9
Operations Management	MANU9N4	20	Spring	9
Management Challenge: An Introduction	MGTU7S2	20	Spring	9

Year 3

Semester 5- Autumn 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
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Strategic Management	BUSU9SM	20	Autumn	9
Business Analytics	MANU9DA	20	Spring	9
International Business	BUSU9BI	20	Spring	10

Semester 6- Spring 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Innovation Management	MANU9IM	20	Spring	10
Project Management	MANU9M6	20	Spring	10
Entrepreneurship	BUSU9EN	20	Spring	10

Year 4

Semester 7- Autumn 100 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Leadership and Management	MANU9LM	20	Autumn	10
Responsible Business	BUSU9RB	20	Autumn	10
Dissertation	MANU9M8	60	Autumn / Spring	10

Semester 8- Spring 20 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Professional Development and Practice	MGTUPDP	20	Spring	10

3.3. BSc (Hons) Computing Science

3.3.1 Credit Summary

Mode of Study	Full Time
Duration of Programme	Year 1 Advanced Standing Entry + 3 years
SCQF Level	8-10
Total Credit Value	480 Including 120 advanced entry credit
ECTS Credit Value	240

3.3.2 Programme Summary

Our modern world works because of computer scientists. It's a world where the vast majority of global money exists only on computers and a computer can tell a fake smile from a real one. This programme will equip you well with the knowledge and skills required to find employment in the IT industry as a software developer, analyst or consultant. According to the 2022 Scotland IS Scottish Technology Industry survey, about 97,000 people are working in digital technologies professions. 76% of the responding businesses reported that they are likely to recruit university graduates in the next 12 months. The growth has been strongest in web design and development, IT business analysts, architects and systems designers, programmers and software development professionals. Our computing graduates have an excellent track record in finding well-paid jobs because of our focus on in-depth practical expertise.

As you study, you'll progress from the fundamentals of computer systems and software development to advanced knowledge of Artificial Intelligence and Computer Security. You'll learn everything you need to become a highly employable and sought after IT professional graduate. Our staff are active in research and work with industry to help the course evolve according to the needs of the ICT sector, both in Scotland and across the world. You'll also have the chance to experience diverse international teaching methods directly if you choose to study abroad.

This course is only available with advanced entry to Year 2, and thus only takes 3 years to complete. It has a very practical, problem solving approach. You're taught how to design effective solutions to complex problems. Not only will this course give you the theory, but you'll get lots of practical experience in how to design, build and analyse computer systems. You'll also develop a firm understanding of how computers work as well as effective computer programming. The programme has a strong focus on employability. In your final year, you'll carry out an independent project that will give you the opportunity to develop a major piece of work from initial requirements to final delivery and present your results to staff and industry representatives.

In the 2021 National Students Survey (NSS), we were ranked 4th in Scotland and 8th in the UK. In the 2021 Guardian University Guide we were ranked 3rd in Scotland and 7th in the UK.

3.3.3 Learning and Teaching

Modules offer a mixture of online content including videos, recorded short lectures, interactive activities and face to face teaching sessions. Face to face sessions may be online, on or off campus. You will be encouraged to develop as an independent learner, working through reading and tasks set on a weekly basis. You are expected to set aside a substantial part of your week to complete this work. During teaching sessions, you will discuss topics you have been given to prepare in advance, work through tasks in groups and can ask questions. This allows you to consolidate your knowledge, delve into the subject and work with your fellow students, who will come from diverse backgrounds. These activities will help you develop graduate attributes including team working, communication skills and time management. As well as these sessions, you might have to complete tasks outside classes to help your understanding of the subject and develop your skills. Our learning and teaching approach is not only about transferring knowledge to you, but also about you building confidence to learn independently while developing a wide range of skills.

3.3.4 Course Structure

Year 2

Semester 3- Autumn 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Introduction to ComputingScience	CSCU9A1	20	Autumn	7
Programming and User InterfaceDesign	CSCU9P2	20	Spring	7
Data Structures, Objects and Algorithms	CSCU9A3	20	Autumn	8

Module Title	Module Code	Credit	Semester	SCQF Level
Database Principles and Applications	CSCU9B3	20	Autumn	8
Managing Information	CSCU9T4	20	Spring	9
Systems	CSCU9V4	20	Spring	9

Year 3

Semester 5- Autumn 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Software Engineering I	CSCU9E5	20	Autumn	9

Introduction to Machine Learning	CSCU9M5	20	Autumn	9
UX Design	CSCU9X5	20	Autumn	9

Semester 6- Spring 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Computer GamesDevelopment	CSCU9N6	20	Spring	10
Software Engineering II	CSCU9P6	20	Spring	10
Operating Systems Concurrency and Distribution	CSCU9V6	20	Autumn	10

Year 4

Semester 7- Autumn 60 credits

CSCU9Z7 is split so that students take 20 credits in the Autumn and 40 credits in the Spring

Module Title	Module Code	Credit	Semester	SCQF Level
Mobile App Development	CSCU9YH	10	Autumn	10
Web Services	CSCU9YW	10	Autumn	10
Computer Security & Networks	CSCU9Y7	20	Autumn	10
Computing Science Project	CSCU9Z7	60	Autumn + Spring	10

Semester 8- Spring 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
NoSQL Databases	CSCY9YQ	10	Spring	10

3.4. BSc (Hons) Software Engineering

3.4.1 Credit Summary

Mode of Study	Full Time
Duration of Programme	4 years
<u>SCQF Level</u>	8-10
Total Credit Value	480
ECTS Credit Value	240

3.4.2 Programme Summary

Our modern world works because of computer scientists. It's a world where the vast majority of global money exists only on computers and a computer can tell a fake smile from a real one. This programme will equip you well with the knowledge and skills required to find employment in the IT industry as a software developer, analyst or consultant. According to the 2022 Scotland IS Scottish Technology Industry survey, about 97,000 people are working in digital technologies professions. 76% of the responding businesses reported that they are likely to recruit university graduates in the next 12months.

The growth has been strongest in web design and development, IT business analysts, architects and systems designers, programmers and software development professionals. Our computing graduates have an excellent track record in finding well-paid jobs because of our focus on in-depth practical expertise. As you study, you'll progress from the fundamentals of computer systems and software development to advanced knowledge of Artificial Intelligence and Computer Security. You'll learn everything you need to become a highly employable and sought after IT professional graduate. Our staff are active in research and work with industry to help the course evolve according to the needs of the ICT sector, both in Scotland and across the world. You'll also have the chance to experience diverse international teaching methods directly if you choose to study abroad.

This course has a practical, problem solving approach. You're taught how to design effective solutions to complex problems. Not only will this course give you the theory, but you'll get lots of practical experience in how to design, build and analyse computer systems. You'll also develop a firm understanding of how computers work as well as effective computer programming. The programme has a strong focus on employability. In your final year, you'll carry out an independent project that will give you the opportunity to develop a major piece of work from initial requirements to final delivery and present your results to staff and industry representatives.

In the 2021 National Students Survey (NSS), we were ranked 4th in Scotland and 8th in the UK. In the 2021 Guardian University Guide we were ranked 3rd in Scotland and 7th in the UK.

3.4.3 Learning and Teaching

Modules offer a mixture of online content including videos, recorded short lectures, interactive activities and face to face teaching sessions. Face to face sessions may be online, on or off campus. You will be encouraged to develop as an independent learner, working through reading and tasks set on a weekly basis. You are expected to set aside a substantial part of your week to complete this work. During teaching sessions, you will discuss topics you have been given to prepare in advance, work through tasks in groups and can ask questions. This allows you to consolidate your knowledge, delve into the subject and work with your fellow students, who will come from diverse backgrounds. These activities will help you develop graduate attributes including team working, communication skills and time management. As well as these sessions, you might have to complete tasks outside classes to help your understanding of the subject and develop your skills. Our learning and teaching approach is not only about transferring knowledge to you, but also about you building confidence to learn independently while developing a wide range of skills.

3.4.4 Course Structure

Year 1

Semester 1- Autumn 60 credits

Compulsory Modules

Module Title	Module Code	Credit	Semester	SCQF Level
Introduction to Computing Science	CSCU9A1	20	Autumn	8
Discrete Structures	MATU9D1	20	Autumn	8

Option Modules – you may choose one of the following modules

Module Title	Module Code	Credit	Semester	SCQF Level
Introduction to Financial Accounting	ACCUCA1	20	Autumn	8
The Global Business Environment: An Introduction	MGTU7S1	20	Autumn	7

Semester 2- Spring 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Programming and User Interface Design	CSCU9A2	20	Spring	8
Introduction to Data Science	CSCU9S2	20	Spring	7
Practical Statistics	MATU9D2	20	Spring	7

Year 2

Semester 3- Autumn 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Data Structures, Objects and Algorithms	CSCU9A3	20	Autumn	8
Database Principles and Applications	CSCU9B3	20	Autumn	8
Scripting for Data Science	CSCU9M3	20	Autumn	9

Semester 4- Spring 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Managing Information	CSCU9T4	20	Spring	9
Systems	CSCU9V4 ²	20	Spring	9
Programming Language Paradigms	CSCU9Y4	20	Spring	9

Year 3

Semester 5- Autumn 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Software Engineering I	CSCU9E5	20	Autumn	10
Introduction to Machine Learning	CSCU9M5	20	Autumn	9
UX Design	CSCU9X5	20	Autumn	9

Semester 6- Spring 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Software Engineering II	CSCU9P6	20	Spring	10
Operating Systems Concurrency and Distribution	CSCU9V6	20	Autumn	10
Computer GamesDevelopment	CSCU9N6	20	Spring	10

Year 4

Semester 7- Autumn 60 credits

CSCU9Z7 is split so that students take 20 credits in the Autumn and 40 credits in the Spring

Module Title	Module Code	Credit	Semester	SCQF Level
Computer Security and Networks	CSCU9Y7	20	Autumn	10
Mobile App Development	CSCU9YH	10	Autumn	10
Web Services	CSCU9YW	10	Autumn	10
Computing Science Project	CSCU9Z7	60	Autumn + Spring	10

Module Title	Module Code	Credit	Semester	SCQF Level
NoSQL Databases and Data Warehousing	CSCY9B4	10	Spring	9

3.5 BSc (Hons) Data Science and Artificial Intelligence

3.5.1 Credit Summary

Mode of Study	Full Time
Duration of Programme	Yr 1 advanced standing + 3 years
SCQF Level	8-10
Total Credit Value	480 Including 120 advanced entry credit
ECTS Credit Value	240

3.5.2 Programme Summary

Data Science skills are in high demand and they attract high salaries. The BSc Data Science and Artificial Intelligence is a 3-year degree covering the key technology of data science, data analytics and AI, and their industrial and scientific applications. This degree will equip you with the skills, experience and expertise valued by data science employers in a wide range of industry sectors including finance, transport, food, and local government.

You will gain an in-depth appreciation of the underlying computing and algorithmic principles driving data science technologies. This is a practical degree focusing on the analytical and data processing skills needed to begin a career as a data scientist or analyst. The types of skills most frequently required by employers include scripting languages, databases, machine learning and artificial intelligence techniques. All of these are covered in this course. We take a very practical, problem-solving approach. You're taught how to design effective solutions to complex problems. Not only will this course teach you the theory, but you'll also get practical experience in how to design, build and analyse data systems.

The final year includes a dissertation project, in which you will set the initial requirements, undertake development and research, and culminates with the presentation of your results to staff and industry representatives. As you study, you'll progress from the fundamentals of software development and mathematics incl. statistics to advanced knowledge of data science approaches and techniques. You'll learn everything you need to become a highly employable and sought-after data science graduate.

3.5.3 Learning and Teaching

Modules offer a mixture of online content including videos, recorded short lectures, interactive activities and face to face teaching sessions. Face to face sessions may be online, on or off campus. You will be encouraged to develop as an independent learner, working through reading and tasks set on a weekly basis. You are expected to set aside a substantial part of your week to complete this work.

During teaching sessions, you will discuss topics you have been given to prepare in advance, work through tasks in groups and can ask questions. This allows you to consolidate your knowledge, delve into the subject and work with your fellow students, who will come from diverse backgrounds. These activities will help you develop graduate attributes including team working, communication skills and time management. As well as these sessions, you might have to complete tasks outside classes to help your understanding of the subject and develop your skills.

Our learning and teaching approach is not only about transferring knowledge to you, but also about you building confidence to learn independently while developing a wide range of skills.

3.5.4 Course Structure

Year 2

Semester 3- Autumn 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Introduction to Computing Science	CSCU9P1	20	Autumn	7

Discrete Structures	MATU9S1	20	Autumn	7
Scripting for Data Science	CSCU9M3	20	Autumn	8

Semester 4- Spring 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Programming and User Interface Design	CSCU9P2	20	Spring	7
Introduction to Data Science	CSCU9S2	20	Spring	7
Practical Statistics	MATU9D2	20	Spring	8

Year 3

Semester 5- Autumn 60 credits

Module Title	Module Code	Credit	Semester	SCQF Level
Database Principles and Applications	CSCU9B3	20	Autumn	8
Introduction to Machine Learning	CSCU9M5	20	Autumn	9
UX Design	CSCU9X5	20	Autumn	9

Module Title	Module Code	Credit	Semester	SCQF Level
NoSQL Databases and Data Warehousing	CSCU9B4	20	Spring	9
Natural Language Processing and Computer Vision	CSCU9M6	20	Spring	10
Data Strategy	CSCU9D6	20	Spring	10

Year 4

Semester 7- Autumn 60 credits

CSCU9Z7 is split so that students take 20 credits in the Autumn and 40 credits in the Spring

Module Title	Module Code	Credit	Semester	SCQF Level
Computing Science Project	CSCU9Z7	60	Autumn + Spring	10
Data Science Applications	CSCU9DA	20	Autumn	10
Artificial Intelligence	CSCU9YE	10	Autumn	10
Cyber Security	CSCU9YX	10	Autumn	10

Option Modules

Module Title	Module Code	Credit	Semester	SCQF Level
Distributed Data Science Systems	CSCU9DC	20	Spring	10

4. STUDENT RIGHTS AND RESPONSIBILITIES

4.1 Student rights and responsibilities

The University of Stirling – Ras Al Khaimah Campus is committed to providing an inclusive, respectful, and supportive learning environment. Students have the right to quality education, equal opportunities, access to academic and support services, and fair treatment regardless of background. They also have the right to express their views responsibly and participate in University activities.

Students are expected to uphold the University's values by acting with honesty, integrity, and respect. They must comply with University regulations and the laws of the United Arab Emirates, attend classes regularly, use University facilities responsibly, and contribute positively to the campus community.

4.2 Student clubs and Associations

Student clubs and associations enrich campus life by encouraging leadership, teamwork, and personal development. The University supports clubs that promote academic, cultural, recreational, and social interests while fostering an inclusive and respectful environment.

All clubs must receive University approval before operating and are expected to conduct their activities responsibly and in accordance with University policies. Clubs must obtain approval before organising events or fundraising activities and manage any allocated funds responsibly. Each recognised club is supported by a faculty or professional advisor who provides guidance and ensures compliance with University regulations.

Student clubs provide opportunities for leadership, networking, personal growth, and community engagement.

Organisation and Development

- Clubs must receive approval from the Student Affairs Office.
- Each club shall have clearly defined objectives aligned with the University's mission.
- Clubs shall maintain a list of registered members and elected student leaders.
- New clubs may be established upon submission of a proposal demonstrating student interest.

Conduct and Activities

Student clubs shall:

- Promote inclusivity and respect.
- Organise activities that contribute to student development.
- Obtain approval before hosting events or inviting external guests.
- Avoid activities that conflict with University regulations or UAE laws.

Fiscal Control

Where funding is provided:

- Budgets must be approved before expenditure.
- Financial records shall be maintained transparently.
- Funds may only be used for approved educational or student engagement purposes.

Faculty/Professional Advisors

Each recognised student club shall have a faculty or staff advisor who will:

- Provide guidance and mentorship.
- Ensure compliance with University policies.
- Support leadership development.
- Assist with planning events and managing risks.

4.3 Student Services and Facilities

Academic Counselling

The University provides academic counselling to help students succeed in their studies. Academic advisors guide students on module selection, study plans, academic progress, assessment requirements, and university policies. Students are encouraged to seek advice whenever they face academic challenges or require support in achieving their educational goals.

Career Counselling

Career counselling services are rendered by the URSA (University Relations and Strategic Alliance) team. They help students identify their career interests, strengths, and professional aspirations. Students receive guidance on career planning, further study opportunities, skill development, and preparing for employment in their chosen field.

Career Placement Services

The University's URSA (University Relations and Strategic Alliance) team supports students in enhancing their employability through career placement services. These include internship opportunities, industry engagement, employer networking events, career fairs, CV and cover letter reviews, interview preparation, and job search guidance to help students transition successfully into the workforce.

Mosque

Shared Mosque is available on campus to provide students with a quiet and respectful space for prayer .

Computer Laboratories

Computer laboratories are equipped with modern computers, internet access, and academic software to support teaching, learning, research, and project work. Students are expected to follow laboratory regulations and use the facilities responsibly.

Recreational Facilities

The University encourages student well-being through recreational facilities and activities. Students can participate in sports, fitness activities, student clubs, cultural events, and social programmes that promote a healthy and balanced university experience.

Residence Facility

Where residential accommodation is outsourced and available on first come first serve basis, students have access to safe and comfortable living facilities designed to support academic and personal development. Residents are expected to comply with accommodation policies and community standards.

Health Services

The University promotes student health and well-being by providing access to basic healthcare support, emergency assistance, and guidance on available medical services. A dedicated medical room / Clinic with a qualified nurse are available on campus to provide basic health support and attend to minor medical needs. Students requiring specialized or further medical care may be referred to appropriate external healthcare providers.

Orientation Programmes

Orientation programmes are conducted at the beginning of each academic intake to help new students transition into university life. These sessions introduce students to academic regulations, campus facilities, student support services, digital learning platforms, and opportunities to engage with faculty members and fellow students.

4.4 Guidelines for proper use of institutional and electronic facilities

- Use all University facilities responsibly and only for academic or approved University activities.
- Maintain cleanliness and take care of University property and equipment.
- Report any damaged or faulty facilities to the relevant department.
- Use computer laboratories and University devices in accordance with IT policies.
- Do not install unauthorised software or alter system settings.
- Use the University's internet access primarily for educational, research, and official purposes.
- Do not access illegal, offensive, or inappropriate online content or engage in cyberbullying or other unlawful activities.
- Protect your University login credentials and do not share passwords with others.

- Report any suspected security breaches or misuse of University systems immediately.
- Failure to comply with these guidelines may result in disciplinary action and suspension of access to University facilities or electronic services.

4.4.1 Guidelines for Student-Run Media

Students involved in University-related media, including radio or television programmes, student newspapers, websites, and social media platforms, are expected to maintain professional and ethical standards. Any use of the University's name, logo, or branding must receive prior approval, and all published content must comply with University policies, copyright laws, and applicable legal requirements.

4.4.2 Expectations for Student Personal Conduct

Students are expected to conduct themselves respectfully, responsibly, and professionally while on campus and during University-related activities. Appropriate dress should be worn in academic and professional settings, and smoking or vaping is prohibited in designated non-smoking areas. Harassment, discrimination, bullying, violence, or any behaviour that disrupts the learning environment will not be tolerated.

4.4.3 Expectations for Academic Integrity

The University is committed to maintaining the highest standards of academic integrity. Students are expected to produce original work and acknowledge all sources appropriately. Academic misconduct, including plagiarism, cheating, collusion, and fabrication of information, is strictly prohibited and may result in disciplinary action in accordance with University regulations.

4.4.4 Student Disciplinary Policies and Grievance/Appeal Procedures

The University provides fair and transparent procedures for addressing student misconduct, complaints, and academic appeals. Students have the right to submit grievances or appeals within the prescribed timelines, and all cases will be considered confidentially and in accordance with the University's policies and procedures.

4.4.5 Information on Safety

The University is committed to providing a safe learning environment. Students using laboratories must follow all safety instructions, wear appropriate protective equipment where required, and report any accidents or hazards immediately. Hazardous materials must only be handled by authorised individuals following established safety procedures. Students are also expected to familiarise themselves with emergency evacuation procedures, fire exits, and the proper use of fire safety equipment.

4.4.5 Information on Student Records

The University maintains student records containing personal, academic, and administrative information required for educational purposes. These records are managed confidentially and protected in accordance with applicable data protection regulations. Student information will only be released with the student's consent or where disclosure is required by law or University policy.

4.4.7 Academic Policies and Admission Requirements

The University's academic policies govern admissions, academic progression, attendance, grading, and financial assistance. Students are expected to satisfy admission requirements (<https://www.stir.ac.uk/entry-requirement>), maintain satisfactory academic progress, meet attendance expectations, and comply with all assessment and grading regulations. Information regarding scholarships, bursaries, and other financial support is available to eligible students in accordance with university policies.

4.4.8 Contact Information for Student Service Offices

The Student Services Office provides support for admissions, registration, academic guidance, counselling, student records, financial matters, and general enquiries. Students are encouraged to contact the appropriate office whenever they require assistance, and up-to-date contact details are available through the University's website and student portal.

5 STUDENT LEARNING SUPPORT

5.1 Canvas

Canvas is a learning management system that will help the University of Stirling deliver an interactive, collaborative and technology-friendly learning environment. It is easy to use, intuitive and engaging and will allow you to access module information such as lecture notes, reading lists, module outlines, supplementary materials, and other content, as well as post to discussion groups. Many modules have significant resources on CANVAS and you are advised to become acquainted with it.

The CANVAS learning environment can be accessed at <https://canvas.stir.ac.uk/> or through the Student Portal.

5.2 Induction

You will receive an induction during the first days of your programme. Two-day orientation programme has been scheduled on 5th and 11th Sept. 2023 to welcome the new batch of students. This includes a range of social events, information sessions and activities to help you orientate yourself at your institution and access the services available to you. These are opportunities to meet staff and other students from across, the faculty and on the programme.

As part of your induction, you will be assisted to use the online discovery process to create your own 'Stirling' information system and student identity. This provides you with an email address, and access to online systems (such as the library and the virtual learning environment (VLE)) and enables you to confirm your registration for the programme.

Secondly, during the first week of your study, we will welcome you with a series of events as part of the induction series. This will include Programme specific induction by the Programme Directors to explain the operation of the Stirling programme in detail, covering topics such as the programme schedule, Stirling Student services, academic experience, and canvas training for the students. This will enable you, to become familiar with the 'Stirling' approach to teaching, the style of materials and the virtual learning environment.

5.3 Study Skills Support

SFLDEC is a dedicated space where students can seek advice and support from specialist staff and counsellors. We aim to develop basic skills like creativity, critical thinking, problem-solving, academic, decision-making, the ability to communicate and collaborate to name a few. These are usually acquired through learning and/or direct life experience. These skills also include academic, personal and social responsibility that contribute to becoming a good citizen. Thus, Stirling's Life – Skill Enhancement Cell offers skills training to students.

Students are provided with both on campus study skill support services at RAK campus as well as Student Learning Services (SLS) at the main campus in the UK where students can join online sessions and are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time here. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, academic writing skills workshops and tutorials.

Students at the RAK campus have access to online digital library resources at the UK campus and are allocated Personal Tutors, and are given generic pastoral support at our RAK Campus

5.4 Learning Resources

Module materials and resources will be uploaded on your canvas, and you can access Stirling Digital Library resources. You can find out more about the resources available to support your learning here: <https://www.stir.ac.uk/student-life/support-wellbeing/student-learning-services/>

6 ASSESSMENT AND FEEDBACK

6.1 Assessment and Assessment Criteria

The programme utilizes a range of assessment methods to fully challenge student understanding and ability. These include a range of written assignments, such as essays, reports, and formal written examinations and class tests. Assessment criteria are varied, reflecting the range of student outputs, but include expectations on theoretical knowledge and understanding; critical analysis and linkage of theory to examples of practice; the development of well-evidenced conclusions and recommendations; along with presentation, structure, and the standard of written English. All assessments are moderated by the Stirling Module coordinators and approved by the Exam Boards.

6.2 Grading & Common Marking Scheme

Grading is structured by the University of Stirling's Common Marking Scheme. The minimum pass mark is 40 for UG and 50 for PG programs. For more details and the grading scheme refer to <https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/regulations/undergraduate/assessment/>

You will receive feedback on coursework within 3 weeks of completion of the assessment. Feedback is usually provided electronically on formal coursework. Feedback and Guidance sessions with teaching staff are available on all modules. These provide regular opportunities to discuss feedback further.

More information about feedback on assessment can be found here;

<http://www.stir.ac.uk/academicpolicy/handbook/assessment/>

6.4 Turnitin enabled Assignment Submissions

Students should be aware that all forms of assignments (including dissertations) are subject to scrutiny via anti-plagiarism software called Turnitin. An electronic copy of all assignments must be submitted to the Turnitin key in CANVAS by the deadline. It is imperative that students do not ask any other student to upload their work to Turnitin as to do so will subsequently show the work as being plagiarised, or risk being classed as a non-submission of assignment.

6.5 Academic Misconduct

Cheating is an attempt to gain undeserved credit by presenting the work of another as one's own. The same is true of coursework submitted for assessment. Plagiarism is the equivalent of cheating in an examination because it involves the reproduction of another's work, whether ideas, data, or expressions, without due acknowledgement. This is plagiarism, whether the source is printed, electronic or handwritten, whether it is reproduced verbatim or is paraphrased, and whether it is drawn on extensively or in brief.

The University has an agreed policy setting out procedures and penalties for dealing with Academic Misconduct. This policy can be found on the University's portal. The policy also gives guidance on proper and adequate acknowledgement of source material, but if students are in any doubt at all about the nature of plagiarism, or how to avoid it, students are strongly advised to consult their tutor. Students should clearly understand that it is their responsibility to be sure they understand these matters. Ignorance is not accepted as a defense against plagiarism.

Work which is submitted for assessment must be your own work. All students should note that the University has a formal policy on academic misconduct which can be found at

<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.stir.ac.uk%2Fmedia%2Fstirling%2Fservices%2Facademic-registry%2Fdocuments%2Fpolicy-procedure-academic-integrity-v5.docx&wdOrigin=BROWSELINK>

6.6 Resit and Deferred Examinations

All instances of academic misconduct in exams, class tests and all other assignments will be considered together and will count cumulatively in the application of the penalties described in section 9 at the above link.

Most modules except the Honors project have resit/deferred examinations. These examinations are normally in May (for Autumn modules) or late June (for Spring modules). An examination is called 'deferred' if you had good reasons not to take it the first time (e.g., due to illness) as described below. If you simply did not do well enough to pass the first time, the examination is called a 'resit'.

Students who fail a module with an exam will be eligible for a resit examination. A student is permitted a maximum of two resit attempts per module. Failure to comply with published requirements counts as an assessment attempt. Grades in resit modules are capped at 40(UG)/50(PGT). The exam fee of AED 500+VAT for each module will be applicable for the first resit with effect from the 2021-22 batch. Having failed the module in the first resit, a student has the option to repeat the module in its entirety and lose an academic year which has financial implications for semester tuition and other fees.

6.7 Leave of Absence:

If you are unable to engage with your studies sufficiently this semester, and simply need to pause your studies, a leave of absence is available, and details can be found on the leave of absence webpage.

Speak to your personal tutor or programme director for advice and guidance so we can look at what support you need to continue your studies or support you in pausing your studies if that is right for you. The details of Leave of Absence can be read here: <https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/student-information/thinking-about-leaving/leave-of-absence/#:~:text=You%20can%20request%20leave%20for,stir.ac.uk>

https://www.stir.ac.uk/media/stirling/services/internal/is/documents/fieldwork_return_home_process_flowchart.v2.vsd.pdf

6.8 Pass by compensation

A student who has marginally failed a module may be eligible for compensation and the award of credits for that module. A marginal failure is one where a mark for the module is in the range 30 to 39.

For more details on the eligibility requirements refer to <https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/policy-and-procedure/assessment-policy-and-procedure/>

6.9 Attendance and Engagement

Student engagement with all aspects of the learning experience (whether requiring physical attendance or not) is a key component of attaining the best possible academic outcomes and as such, the University expects that students will fully and proactively engage with their studies and the learning and teaching activities within their programme of study. Clear expectations in relation to attendance/engagement are set out for students along with details of any potential impact of non-attendance/engagement. Registers of all classes and student attendance recorded by Module Co-ordinators. The full details can be read here: <https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/policy-and-procedure/assessment-policy-and-procedure/> 7 Student Participation and Feedback

7 STUDENT PARTICIPATION AND FEEDBACK

7.1 Student Questionnaire

At the end of teaching each semester, students are asked to complete Module Feedback Questionnaire (MFQ) Forms concerning the structure, teaching, and resource provision of modules. Module Coordinators have access to the responses on an anonymous basis. These questionnaires are extremely important, and every student is urged to complete them as fully as possible. They are the most immediate and authoritative record of how the module has gone and an opportunity for students to directly influence the future shape of the faculty's modules; each Division/Centre depends upon them to modify, revise and improve its teaching. Reports are made on the questionnaires received for each module, and their findings are presented to the Module Coordinator and Director of Learning & Teaching, where they are discussed, and action is taken where required.

At the end of their degree, students are asked to complete a Student Completion Questionnaire which will be an important part of the University's Annual monitoring programme.

7.2 Student Staff Feedback Committee (SSFC)

Being a Module Representative is a great opportunity to help shape your course and your learning experience. Course Representatives are elected from all students on a course and are invited to attend Student-Staff Feedback Committees to discuss what is working well and what could be improved within the module. Course Representatives also actively engage with their fellow students seeking out issues and presenting these to the Students' Union and the division for solutions.

The Student/Staff Feedback Committee for each Division/Centre meets twice per semester. The Feedback Committee keeps all programmes for each Division under review. Student feedback is sought each time a module is offered, and a summary of

this feedback features on the Student/Staff Feedback Committee Agenda. The minutes of past meetings are placed on CANVAS. More information on the Course Representative role can be found here:

<https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/policy-and-procedure/student-participation-and-feedback/>

7.3 Module Evaluation

Module evaluations are carried out each year and are an important way of getting your feedback on the modules we teach. We aim to evaluate every module we teach in every semester. <https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/student-information/module-evaluation/>

8 SOURCES OF PERSONAL SUPPORT AND INFORMATION

8.1 Personal Tutors

The role of a Personal Tutor is to help students feel part of the University community. They are a specific and consistent source of guidance, information and support for students throughout their studies. The Personal Tutor should be the student's first formal point of contact for general academic guidance and pastoral support. Full details can be found at: <https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/personal-tutor-scheme/>

8.2 Equality, Diversity and Inclusion (EDI)

Our EDI policy is committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including - physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. EDI can also support you if you have short-term, temporary impairments or other difficulties because of an accident, injury, illness or surgery. Student should first contact the Personal Tutor and the Programme Director to arrange an appointment with the Accessibility and Inclusion Service to have their needs assessed for this adjustment. Alternatives will only be recommended where extra time does not sufficiently mitigate against disadvantages due to specific impairments.

Equality and diversity, and treating everyone with respect, are central to our ethos and activities. Stirling promotes equality and celebrates diversity through a variety of initiatives.

- Equality – in ensuring fairness, no favoritism treatment of staff to students inside and outside the classroom; equal support to student clubs and committees.
- Diversity – no discriminatory treatment to any nationality, gender, language, age, religion, disability, and socioeconomic status of staff to students and vice-versa. Valid differences are accepted.
- Inclusion – someone is left treatment to students' activities is not allowed except with valid reasons. All are welcome to contribute and be engaged.

We do not tolerate harassment, victimisation or unjustified discrimination. We aim to maintain a culture inclusive of all sections of society.

We take a positive and proactive approach to equality and diversity.

8.3 Anti-Public Display of Affection (PDA) Policy

The University of Stirling, Ras Al Khaimah, is committed to maintaining a respectful, professional, and culturally appropriate campus environment.

Public Displays of Affection (PDA), including intimate physical contact such as kissing, hugging, or other inappropriate physical behaviour, are not permitted on university premises or at university-related events. Students are expected to respect UAE laws, local cultural norms, and the expectations of a professional academic environment. Breaches of this

policy may result in disciplinary action, including warnings, suspension, or expulsion. Where applicable, matters may also be reported to the relevant authorities.

Students and staff can report concerns through the university's designated reporting channels.

For full details on prohibited conduct, reporting procedures, and disciplinary consequences, please refer to the Public Displays of Affection (PDA) Policy

[https://www.stir.ac.uk/policies/F.01%20UOS-RAK_%20Anti%20Public%20Display%20of%20Affection%20\(PDA\)%20V.2.pdf](https://www.stir.ac.uk/policies/F.01%20UOS-RAK_%20Anti%20Public%20Display%20of%20Affection%20(PDA)%20V.2.pdf)

8.4 Careers and Employability Service

The Careers & Employability Service (CES) is available to all students and our CES is handled by a dedicated team of academics and students under the Placement and Education Wing (PEW). PEW members are available to meet students individually to discuss their career aspirations, provide employment and internship information and to assist with CV-writing, job search and applications, Interview preparation and career counselling. One of the focal components of PEW is to further our students' interest in securing internships and job placements. Toward this PEW routinely liaises with Corporates, Organizations and Firms to assess their skills and talent requirements and to map these with our best talents. Our University Faculties facilitate any additional soft skills or other such training to address any skill gaps identified by the PEW.

PEW organises several 'Campus to Corporate' events! This helps to make our students transition to the real corporate world with much ease and efficacy. With each of these events, they get more and more 'corporate ready'. Besides these, PEW organizes several events so that our students could interact with industry leaders. This also helps our students to understand the industry's best practices and encourages them to mould their thinking around them. PEW encourages all students to participate in an internship to develop valuable work skills, and local experience and to gain a clearer career focus. They really will help distinguish you from other fresh graduates.

PEW has excellent industry connections within industries such as IT, Finance, and HRM to name a few. Once you have secured your place with University of Stirling, RAK Campus, PEW will work with you closely on helping you to bridge the gap from campus to corporate.

8.5 Health and Safety

8.5.1 General Principle of Health & Safety

Health and Safety is important because it protects the well-being of students, parents, visitors, and others. Looking after Health and Safety makes good business sense. Safety is a core value and the University of Stirling RAK campus and we are committed to the continued advancement of an institutional safety culture with strong programs of personal safety, accident and injury prevention, wellness promotion, and compliance with applicable environmental and health and safety laws and regulations.

- Promote occupational and personal safety, health, and wellness.
- Protect the health and safety of faculty, staff, and students.
- Provide information to faculty, staff, and students about health and safety hazards.
- Identify and correct health and safety hazards and encourage faculty, staff, and students to report potential hazards.
- Maintain a risk-based emergency management program to reduce the impact of emergency events.

Staff, students, visitors and parents should immediately contact Student Services Executive to report any kind of accident or incident that occurs on university premises or whilst on university business off campus (for example field trips, meetings or training courses). https://www.stir.ac.uk/policies/F.20%20UOS-RAK_%20Health%20and%20Safety%20Policy%20V.2.pdf

8.5.2 Accident Reporting

Any accident that poses a risk to personnel or property (inside campus) or requires medical attention and/or a police investigation, needs to be reported. Accidents might happen Outside or Inside Campus.

Outside Campus Accident Reporting: In case of an accident outside campus you may immediately call 998 for assistance and simultaneously you must intimate student services on +97172364900.

Inside Campus Accident Reporting: In case of accident inside campus you may immediately call 998 for assistance and simultaneously you must intimate student services on +97172364900.

8.5.3 Dealing with emergencies

Part of our college students' everyday lives is learning how to prepare for and react in case of an emergency on campus. Campus emergencies may be weather-related (earthquake, unknown fire, winter storm, flood etc) or involve serious accidents or another kind of attack.

You may contact the below personnel in case of emergencies,

1. Student Service Executive: Mr. Antony, Contact Number +971565345612
2. Student Service Manager: Contact Number +97172364900

For full details refer to the link attached: https://www.stir.ae/policies/Emergency_Management_Evacuation%20_Policy.pdf

8.5.4 Our Health and Safety Committee (HSC)

HSC meets regularly regularly to improve health and safety practices. The committee helps develop policies and procedures for health and safety and recommend improvements to management.

Our Health and Safety Committee (HSC) consists of Health and safety Officer and members from faculty and staff.

Health and safety Officer: Mr. Rishil can be contacted whenever required;

Mr. Rishil Email: hseofficer@stir.ae

Contact Number: 0553326582

Student Affairs Executive:

Student Affairs Executive has a wide range of responsibilities aimed at supporting students and ensuring a safe, secure, and positive learning environment for students, faculty, staff, and visitors. The Student Affairs Executive serves as the primary point of contact for student-related services and concerns, providing guidance, advice, and referrals to the appropriate departments as required. In addition, the role involves promoting health, safety, and well-being through the implementation of established procedures and practices designed to prevent accidents, minimize risks, and maintain a safe campus environment. Students may contact the Student Affairs Executive for any student service requirement, and appropriate assistance and guidance will be provided to facilitate timely resolution of their requests.

For any queries relating to Transportation and Student support services, please contact Mr. M, Basheer on 0547934886 / 0504387917

8.5.5 Drugs, Alcohol, Smoke and Banned Substances

1. The University of Stirling, Ras Al Khaimah, is committed to providing a safe, healthy, and supportive learning environment for students, faculty, staff, and visitors.
2. The possession, use, distribution, or sale of illegal drugs and controlled substances is strictly prohibited on university premises and during university-related activities. The misuse of prescription or other substances is also prohibited.
3. The university operates a smoke-free campus. Smoking and the use of tobacco products, e-cigarettes, vaping devices, and similar products are prohibited across all university premises, including indoor and outdoor areas and university vehicles.
4. Violations may result in disciplinary action, including suspension or expulsion. Where applicable, incidents may also be reported to the relevant UAE authorities.
5. Students experiencing substance-related difficulties are encouraged to seek support through the university's counselling and referral services.

8.5.6 Anti-Ragging Policy

6. The University of Stirling, Ras Al Khaimah, is committed to maintaining a safe, inclusive, and respectful environment for all students. Ragging, bullying, harassment, intimidation, or any form of abusive behaviour is strictly prohibited on or off campus.
7. Ragging includes verbal, physical, mental, emotional, or online abuse, forced or humiliating activities, threats, cyberbullying, or any behaviour intended to demean or intimidate another student.
8. All students are expected to treat others with dignity and respect. Any involvement in ragging will be treated seriously and may result in disciplinary action, including suspension or expulsion. Where applicable, incidents may also be reported to the relevant authorities.

9. Students who experience or witness ragging are encouraged to report it through the university's designated reporting channels. Appropriate support, including counselling, will be made available to affected students.

8.5.7 Student Support Services

Careers and Employability Services

10. The Careers & Employability Service (CES) is available to all students and is managed by a dedicated team of academics and students under the University Relations and Strategic Alliance (URSA).
11. The URSA team's Placement and Education Wing (PEW) members are available to:
 - Discuss career aspirations individually with students.
 - Provide employment and internship information.
 - Assist with CV writing, job search strategies, applications, interview preparation, and career counselling.
12. A core focus of PEW is to support students in securing internships and job placements by:
 - Liaising with corporations, organisations, and firms to assess their skills and talent requirements.
 - Matching these requirements with the best candidates from the university.
 - Facilitating additional soft skills training and other necessary programs through university faculties to bridge identified skill gaps.
13. PEW organises several initiatives to prepare students for the corporate world:
 - 'Campus to Corporate' events that ensure a smooth transition into professional careers.
 - Industry interaction sessions to engage with industry leaders, learn best practices, and gain insights into emerging trends.
14. PEW strongly encourages all students to participate in internships to:
 - Develop valuable work skills.
 - Gain local industry experience.
 - Obtain a more precise career focus and improve employability.
15. PEW has strong industry connections across various sectors, including IT, finance, construction, and healthcare.
16. Alumni Relations: PEW maintains strong connections with alumni, fostering networking opportunities, mentorship, and career guidance to support current students and graduates in their professional journeys.

8.5.8 Medical Emergencies

A medical emergency is an [acute injury](#) or [illness](#) that poses an immediate risk to a person's life. These emergencies may require assistance from another, qualified person, and hence in such emergencies we need to immediately call **988** (Ambulance) and for further assistance you may intimate our student service team on +971565345612 / studentservices@stir.ae

8.6 Emergency Contact Details:

Name	Role	Email
Dr. Sunil Kumar CT	Director Academics & Chief Examiner	sunil.ct@stir.ae
Mr. William Alistair McQueer	Programme Director - BSc (Hons) Software Engineering	william@stir.ae
Ms. Preetha V K	Programme Director - BSc (Hons) Computing Science	preetha.s@stir.ae
Dr. Shamik Palit, FHEA	Programme Director - BSc (Hons) Data Science and AI	shamik.p@stir.ae
Dr. Nikhil VP	Program Director – BSc (H) Management	nikhil.vp@stir.ae
Dr. Sanman Jain	Program Director BA (H) Accounting & Finance	sanman.j@stir.ae
Ms. Annie Threse	Head of Examination Cell	annie.t@stir.ae
Mr. Wasim Kazi	IT Executive	it-support@stir.ae
Ms. Evelyn Victoria	Student Affairs Executive	evelyn.v@stir.ae
Mr. Manoj	Accountant	accounts@stir.ae
Mr. Basheer	Transportation and Admin Executive	transport@stir.ae
Human Resources	Human Resources Department	hr@stir.ae
Mr. Sunil Melath	Assistant Manager, Placements and Alumni Relations	melath.s@stir.ae
Mr. Jaysun Salian	Head of Sales and Marketing	admission@stir.ae
Campus Front Office	Front Office	ea@stir.ae

Important Contact numbers

Campus Front Office	: +97172359322
Campus UAE Toll Free	: 8002552
Student Service Executive	: +971559453293
Campus Human Resource Office	: +97172364900 / +97172359322

9 ACADEMIC INTEGRITY POLICY

9.1. Academic Integrity

9.1.1 Purpose

The University of Stirling is committed to protecting the quality and standards of its awards. Consequently, the University seeks to promote and nurture academic integrity, support staff academic integrity, and support students to understand and develop good academic skills that facilitate academic integrity. In addition, the University deals decisively with all forms of academic misconduct.

The University has signed up to the QAA and Academic Integrity Advisory Group's, '[Academic Integrity Charter](#)'. This represents an institutional pledge to implement its principles and commitments which include working with staff and students and, in collaboration across the sector, to protect and promote academic integrity, and take action against academic misconduct.

This policy sets out the University's position in respect of academic integrity and exists in parallel with the Academic Misconduct Procedure which provides the process through which the University considers and responds to academic practice which may constitute academic misconduct.

9.1.2 Definitions

1. **Academic Integrity:**

The University adopts the following statement to define academic integrity:

Academic integrity is acting consistently in accordance with the fundamental values of honesty, fairness, responsibility, respect, trust and courage in your studies, research, and conduct.¹

Where a student does not act with academic integrity, their work or behaviour may demonstrate poor academic practice, or it may represent academic misconduct.

2. **Poor Academic Practice**

The submission of any type of assessment with a lack of referencing or inadequate referencing which does not effectively acknowledge the origin of words, ideas, images, tables, diagrams, maps, code, sound, and any other sources used in the assessment. Poor academic practice is further defined and distinguished from plagiarism in 9.2.

3. **Academic Misconduct**

The University defines academic misconduct as:

any act or attempted act that does not demonstrate academic integrity and that may result in creating an unfair academic advantage for you or another person, or an academic disadvantage for any other member or member of the academic community.

4. **Plagiarism**

Defined in 9.3

¹ Adapted from the International Center for Academic Integrity's Fundamental Values of Academic Integrity, <https://academicintegrity.org/resources/fundamental-values>

9.1.3 Scope

This policy applies to members of University of Stirling staff, and the policy and the Academic Misconduct Procedure both apply to all students of the University. This includes students on taught and research programmes offered at Undergraduate and Postgraduate levels, visiting students and students undertaking a University of Stirling programme through an integrated INTO/University of Stirling route.

The Academic Integrity Policy and the Academic Misconduct Procedure also apply to students taking a University of Stirling programme through a collaborative, partnership, or integrated route. Whilst this policy and the Academic Misconduct Procedure will only apply to those parts of study provided by or under the name of the University of Stirling, if a student receives any academic misconduct outcomes or penalties from the collaborative/partner institution, these will be counted within any determination of an outcome or penalty under the University of Stirling Academic Misconduct Procedure.

Matters of academic misconduct are considered through the Academic Misconduct Procedure which accompanies and operates in parallel with this policy. However, where a student is confirmed to have carried out academic misconduct and their actions may also represent non-academic misconduct, the University may decide that it is necessary for action to be taken under [Ordinance 2, the Code of Student Discipline](#), in addition to the action taken through the Academic Misconduct Procedure. Where this is the case, action under Ordinance 2 will be progressed after the outcome of the Academic Misconduct Procedure has been determined.

9.1.4 Points of Policy

Academic integrity describes the values that are held as essential in UK Higher Education, and it is expected that all staff and students demonstrate these values in all aspects of their academic studies, research, and conduct.

The six fundamental academic values the University of Stirling upholds are that staff and students as members of the University community act consistently with:

- **Honesty**, and are truthful about which ideas are their own and which are from other people's work in their learning, research, and practice, and about the methods and results of their research.
- **Fairness**, and do not take advantage of other people's work, for example, by pretending it is their own work.
- **Responsibility**, by taking responsibility for their own learning, actively seeking out the information they need to study effectively and, as part of the University community, sharing responsibility for these values being upheld.
- **Respect**, and show respect for other students, staff and the work of others and expect the same in return.
- **Trust**, and trust that they and the whole University community will act fairly and consistently in protecting these values.
- **Courage**, and as part of the University community, show courage to uphold these values, even when it is difficult to do so.

Promoting and upholding academic integrity is the collective responsibility of the University, its staff, and its students. All staff and students have a responsibility to contribute to the continuing integrity and therefore quality of University of Stirling degrees, including by highlighting any acts of academic misconduct or external sources that encourage and promote cheating, such as essay mills.

The University:

- Ensures, via the Education and Student Experience Committee and its sub-committees, that its Academic Integrity Policy is robust and effective, easy to access and understand, and distributed widely to staff and all students.
- Ensures that appropriate training in academic integrity, what constitutes academic misconduct and good academic practice is available to all students and staff.
- Ensures that all students and staff have access to the University's Academic Integrity Policy.
- Ensures that all academic staff are provided with the appropriate training in identifying and dealing with academic misconduct.
- Provides accurate details on a student or staff member's academic honesty and integrity in any employer or professional body reference for a student or staff member in which such information is requested.

Academic Staff:

- Should encourage students to explore sources of knowledge and collaborate while explicitly and purposefully:
 - Ensuring that all students for whom they provide supervision, or set and/or assess/examine work, are provided with information on what is expected of them in terms of academic integrity and the University's Academic Integrity Policy, the academic expectations and conventions in their field, and what constitutes good academic practice.
 - Supporting and embedding academic skills development in reading, writing, referencing and proof reading, which support good academic practice in their modules and programmes.
 - Designing assessments at module and programme levels in such a manner that makes academic misconduct less likely (e.g. change questions regularly, set realistic assessments in terms of level, load and submission dates, and provide formative assessments and exemplars for students).
 - Setting appropriate conditions for group work and make it clear where the distinction lies between group work and individual work.
 - Cultivating a culture with their students of mutual respect for the production of one's own work.
 - Acting with academic integrity both broadly as a member of the University's staff, and when creating and producing their own academic work.
 - Applying the Academic Integrity Policy and Academic Misconduct Procedure consistently and fairly.

Students:

- The foundation of learning is sharing knowledge and collaborating with other others to create new knowledge. Students are encouraged to share knowledge, work together, reflect on exemplars of good practice, offer and receive constructive feedback from peers and seek guidance or support as required. In doing so, students must:
 - Act with academic integrity.
 - Submit for assessment/examination only work that they produced themselves and which duly acknowledges ideas, words and works of others that were used in the production of their own work.
 - Follow the referencing guidelines for their discipline.
 - Not share their individual work with another student.
 - Secure and protect their work at all times.
 - Not discuss examination questions with anyone else while the examination is taking place.
 - Ensure that they act within the boundaries of the Academic Integrity Policy.
 - Secure the required ethical approval before undertaking research for dissertations and theses.
 - Proactively ensure they have a clear understanding of academic integrity and the University's expectations in relation to this, including through completion of any academic integrity related training or tutorials that the University provides.
 - Take the opportunity to use the similarity checking programme available to check the originality of their written work on all text-based assessments prior to final submission.

Learning to express oneself in written English is an essential part of studying at a UK university. The University recognises this is a learning process and that some students may benefit from guidance offered by so-called third party proof-reader (i.e. friends, family, fellow students, etc.). Appendix 1 sets out an explanation of what the University allows in terms of proof-reading of students' written work.

Where a student does not act with academic integrity, their work may demonstrate poor academic practice, or it may represent academic misconduct. One act of poor academic practice would not constitute academic misconduct, however repeated acts across more than one assessment could be considered as academic misconduct.

9.2 Poor Academic Practice Procedure

- 9.2.1 Good academic practice is a skill which students take time to learn and develop through repeated practice and with guidance and support. Therefore, instances of poor academic practice can be part of the learning process. To assist in this learning process, it is the responsibility of students to act as set out in paragraph 13, including to complete all relevant training that is offered, ensure that the referencing guidelines for their discipline are followed, and seek support where required.
- 9.2.2 In comparison, poor Academic Practice occurs when a student submits any type of assessment that does not properly acknowledge the origin of words, ideas, images, tables, diagrams, maps, code, sound and any other sources used in the assessment. It is distinguished from plagiarism in the first instance by the volume of unacknowledged materials and its distribution throughout the assessment.

9.2.3 Poor Academic Practice includes:

- Lack of references in small sections of an assessment: this can include lack of in-text and/or bibliographic references; referencing sources correctly in the bibliography but omitting the references in the text or vice versa.
- Inappropriate quoting from sources, whether or not referenced in-text and/or in the bibliography: this can include directly quoting material from a source without placing it in quotation marks; using short or larger sections from one or more sources, omitting some words and/or changing the word order, without using quotation marks and consequently presenting the work as your own.
- Limited collaboration between students where the requirement is to submit individual work: this occurs, for example, when students use the same structure, sources and/or quotations in assessments that do not follow a prescribed structure.
- Poor academic practice during exams: this includes, for example, having a phone or electronic device on person, but switched off.

9.2.4 One act of poor academic practice does not constitute academic misconduct, however repeated acts across more than one assessment could be considered as academic misconduct, depending on the severity of conduct and the engagement of the student in developing their skills in this area.

9.2.5 The steps that are to be taken in response to a case of poor academic practice are set out in the 'Poor Academic Practice Procedure'.

9.3 Academic Misconduct

9.3.1.1 Plagiarism

Plagiarism (as distinguished from poor academic practice), can be defined as:

The practice of taking someone else's work or ideas or words and passing them off as one's own.²

Plagiarism is a specific form of cheating which usually occurs when a student is working independently on an assessment (e.g. essays, reports, presentations or dissertations). Examples of other people's 'work' can include anything taken from any form of publications, internet sources, the spoken word, graphics, data, and written text.

There are different forms of plagiarism including:

- The inclusion of extracts from another person's work without the appropriate acknowledgement of the original source(s).
- The summarising of another person's work without acknowledgement.
- The substantial use of the ideas of another person without acknowledgement.
- Including material from teaching resources in assessments without acknowledgement of its origin.
- The use of websites or software to mask or facilitate plagiarism.

9.3.1.2 Self-plagiarism

Students may only submit an item of written work for assessment once during their studies at the University of Stirling. Duplicate submission of the same work (whether in whole or in part, e.g., re-using only a paragraph from previous submitted work), is not permitted unless it is where:

- Coursework is submitted to the similarity checking space to check similarity before final submission for marking
- Resubmission is expressly required/allowed within the assessment instructions for the module
- Coursework is being resubmitted after failing the module, as part of a resit attempt.

² Adapted from the Oxford English Dictionary definition of plagiarism', <https://en.oxforddictionaries.com/definition/plagiarism>

Duplicate submission of an item of written work in any other circumstance is not allowed and constitutes academic misconduct.

Different forms of self-plagiarism include:

- Recycling the whole or parts of previously submitted coursework in the writing of another assessment, even if due recognition of this is given in the references.
- Reusing the whole or part of coursework submitted in a different module in a different subject.
- Reusing the whole or part of coursework submitted by the student to another educational institution.

9.3.1.3 Inappropriate use of proof-reading

A student needs to submit work which they have individually created or written. Students cannot ask other people to write their work for them and should not use software (e.g. 'spinning' websites, re-wording websites or translation software) to generate text for them. However, the University of Stirling allows proofreading of a final draft version of work prior to submission if this proofreading adheres to the provisions of the 'Statement on Proof-reading' which is provided as Appendix 1. Any proofreading service may not edit and/or rewrite part or the whole of any written work, technical subject material and/or computer code, or translate written work into English from another language.

9.3.1.4 Collusion

In simple terms, collusion is:

- When one student copies the work of another student either with or without the knowledge of the original author; or
- When two or more students work together to produce individual assessments.

Collusion is not:

- Working on an assignment with members of a designated group of students as expressly defined in assessment details in a module. Some assessments will involve students working together on a particular project, on a group work basis. Such assessments may require students to share ideas, and research and have joint responsibility for the development of a project. Group work is designed to build teamwork skills and necessitates group members to collaborate with each other to develop specific aspects of the assessment. Where the assessment is based on a single piece of work produced by the group, students are expected to cooperate fully in all phases of the project. However, any part of the work which should be completed individually, and which contributes to an individual student's formal assessment must be produced by that individual student alone.

The actions of all students involved in a case of collusion will be considered through the academic misconduct procedure, even where it is asserted that a student has copied another student's work without the knowledge of the authoring student. This is because it is the responsibility of all students to ensure that their work is always secure, and therefore not available to be copied by another student. The decisions regarding academic misconduct in respect of each of the students may be different depending on the circumstances of the case.

9.3.1.5 Falsification

Data collected from observations, experiments, surveys, questionnaires, interviews, and polls are often used in academic assessments. It is academically dishonest to report anything other than the results obtained using the stated method of data collection. Falsification is the fabrication or invention of data, information, or references in any formal academic exercise. Falsification includes knowingly misrepresenting data and research to show either a different process that was followed or a different result from what was obtained or both. Students must not:

- Change or manipulate the method of data collection before the end of the data collection period, unless a full account is provided in the final report.
- Change or omit data that has been collected without appropriate explanation and justification.
- Add data collected outside the data collection period.
- Add fictitious data.
- Falsify data to make it fit a particular theory or preferred outcome

9.3.1.6 Piracy

The deliberate exploitation of ideas from others without proper acknowledgement, or the use of pirated software for assessments or research.

9.3.1.7 Impersonation

Students must not impersonate another student, nor allow themselves to be impersonated at any time whether in a learning and teaching activity, in an assessment or at university meetings. Furthermore, it is also unacceptable for a student to coerce another to produce coursework or sit an assessment under exam conditions on their behalf.

9.3.1.8 Use of unfair means in an assessment taken under exam conditions

Students must not use any unfair means in any assessment taken under exam conditions. Therefore, means including the following are unacceptable during an assessment taken under exam conditions:

- Unauthorised notes or information resources in any form.
- The use of a mobile phone unless authorised by the invigilator.
- The use of an electronic device, except for digital exams where students are permitted to use their own devices.
- The use of unauthorised calculators or dictionaries.
- The use of smart watches.
- Reading from other students work.
- Communicating with another student unless the activity is specifically permitted.
- Attempting to circumvent or circumventing online exam firewalls and other online proctoring tools.

9.3.1.9 Bribery

All forms of bribery are illegal in the United Kingdom in terms of the Bribery Act 2010. In the context of this policy, attempting to improperly influence a member of staff in order to achieve an academic outcome through any means such as the giving of money or gifts, constitutes academic misconduct.

9.3.1.10 Contract Cheating

Contract cheating takes place when a student submits work for an assessment that was completed by a third party either for payment or for free. It is a broad category that includes, but is not limited to, work bought from so-called essay mills, customised work commissioned from ghostwriters and selling or exchanging work for use by others. A further example would be a friend or family member completing an assessment for a student. Work in this category covers the whole spectrum of assessment types. Any form of contract cheating constitutes academic misconduct, often of the most serious form.

9.3.1.11 Dishonest Practice

Dishonest practice includes a wide variety of activities that aim to obtain an unfair advantage through:

- Making false declarations to Faculties, Academic Staff members, Boards of Examiners or Appeal Panels.
- Attempts to circumvent the similarity checking programmes that the University uses.
- Submitting documents which have been forged in any way.
- Attempting to gain or gaining access to examination or class test papers prior to their release and/or sharing examination or class test papers prior to their release.
- Deliberate avoidance or refusal to engage with the relevant ethics review and approval process.

9.3.1.12 Where the University considers that a student's work may demonstrate academic misconduct, this will be considered in line with the Academic Misconduct Procedure that accompanies this policy

9.3.1.13 Decisions taken under the provisions of the Academic Misconduct Procedure on whether an allegation of academic misconduct is confirmed, the classification of academic misconduct offences, and academic misconduct offences constitute an academic judgement.

9.4 Poor Academic Practice Procedure

- 9.4.1 In line with the provisions of the Academic Integrity Policy, where the poor academic practice is demonstrated this will not constitute academic misconduct and the student will be allowed to learn from the process. All cases of poor academic practice should be explicitly highlighted in the feedback provided to the student and it is the student's responsibility to seek additional guidance and support to ensure that the poor academic practice does not re-occur.
- 9.4.2 Where there are concerns about the extent of poor academic practice or repeated academic practice, the staff member assessing the piece(s) of work should advise the Subject Chief Examiner and the Module Coordinator of this. In conjunction with the Module Coordinator (or nominee), the Subject Chief Examiner will arrange to have a Courageous Conversation with the student.
- 9.4.3 A Courageous Conversation is a less formal discussion than those that take place in line with the Academic Misconduct Procedure and will advise the student:
- Of the poor academic practice issue(s)
 - On what constitutes good academic practice, and/or signpost them to sources of guidance and support in order that the student can learn from this.
 - Of the requirement for them to complete relevant training on Academic Integrity.
 - That if the Academic Integrity training is not completed, or if further poor academic practice is demonstrated, this would constitute academic misconduct and as such would be considered further through the Academic Misconduct Procedure.
 - Where a Courageous Conversation takes place, the Subject Chief Examiner should retain a file-note record of the poor academic practice and the courageous conversation comprising: the student's name and student number; the date(s), module(s) and assessment(s) in which poor academic practice was demonstrated; the date of the Courageous Conversation and the attendees. This record will enable the Subject Chief Examiner to subsequently confirm with the student that the Academic Integrity training has been completed, at which point the date on which this confirmation is received can also be added to the file-note.
 - In marking the assessment(s) containing poor academic practice, all sections containing poor academic practice will be excluded from marking and the grade/outcome will be awarded solely on the basis of the student's own work.

9.5 Academic Misconduct Procedure

9.5.1 Academic Misconduct Decisions

Decisions on whether an allegation of academic misconduct is confirmed are determined on the balance of probabilities and as noted in paragraph 19, constitute academic judgement. This means that even in circumstances where the available information or evidence may not be 100% definitive, a decision will be made on whether it indicates that academic misconduct is more likely to have taken place than not. It is not required to prove intention for academic misconduct to be confirmed as having taken place. Information to inform decision-making regarding academic misconduct is obtained, for example:

- When similarity checking software (such as Turnitin) flags up sections in assessments that are derived or taken verbatim from other published sources which are not acknowledged in the text.
- If a member of staff can locate the specific source(s) that have been copied without due acknowledgement.
- If there is evidence from a student's previous portfolio of work (including assignments and examination scripts) that the work is not the student's own.
- If there is evidence of cheating such as having a set of notes e.g. a pocket/stationery case/similar.
- Any evidence of collusion had taken place via social media or other means.

9.5.2 Points of Procedure

9.5.2.1 Irregularities during an Examination

- If an invigilator suspect candidate's irregularity during an assessment under examination conditions, including during a respite break, the invigilator will inform the candidate, remove any possible prohibited material, and endorse the candidate's script. The candidate will be allowed to complete the assessment. At the end of the assessment, the invigilator will inform the candidate that, in accordance with relevant regulations, a report will be made to Academic Registry to include a record of observed possession or usage of prohibited material, and that the student will be called to an academic misconduct meeting later. Personal electronic equipment should be returned to the candidate at the end of the assessment. If the student refuses to hand over the prohibited material, the student will be asked to leave the assessment. Invigilators should ensure that there is minimal disruption to other students.
- Academic Registry will receive a report from the invigilator as soon as possible after the event which will be circulated to the relevant Divisional/Subject Chief Examiner in order that this Academic Misconduct Procedure can consequently be followed.

9.5.2.2 Use of Similarity Checking Software

- In respect of text-based assessments submitted electronically, the University makes use of similarity checking software to check originality. Undergraduate, and postgraduate taught and research (taught elements only) students in all years for all modules, are allowed open access to the similarity checking programmes to check the originality of their written work on all text-based assessments prior to final submission.
- Final copies of all text-based assessments must be submitted electronically through the Canvas Assignment Tool or other tool as specified by the University, by the due date. The University protocol is that assessments will be checked for originality after they have been marked.
- While similarity checking software is an important tool in detecting some forms of academic misconduct, ultimately academic judgement will be exercised in determining if academic misconduct had indeed taken place. In all cases where similarity checking indicates that academic misconduct may have taken place, this procedure should be invoked and followed.

9.5.2.3 Postgraduate Research Work

- In the case of postgraduate research work that has been submitted for examination or for purposes of progression or compulsory assessment prior to final submission, assessment of that work should cease at the point academic misconduct is suspected, pending the outcome of consideration of the matter in line with this procedure. If academic misconduct is suspected in the thesis during the examination process, the examination process must be stopped immediately, even if this is on the day of the oral examination. If academic misconduct is suspected in the thesis after the oral examination has taken place, but before the award has been made, the award or conferment process should be suspended pending the outcome of consideration of the matter in line with this procedure.

9.5.2.4 Academic Integrity Panel

- In all suspected cases of academic misconduct, the student should be invited to attend a meeting of the Academic Integrity Panel, made aware of the allegation against them in advance of the meeting, and given information on how to access support via Student Learning Services, Student Support Services, etc. Where more than one student is involved in the suspected case of academic misconduct, each student should be invited to attend the meeting separately.
- The Academic Integrity Panel will act under authority delegated to them from the Education and Student Experience Committee and in line with this procedure to consider and make a decision on the specific case.
- The Academic Integrity Panel membership will comprise the Divisional/Subject Chief Examiner who will act as Chair, and one other academic member of staff from the relevant Division, normally the Module Coordinator. Where the suspected case of infringement involves more than one module in different Divisions or relates to processes regulated at Faculty level the meeting will be chaired by the Faculty Chief Examiner.
- The purpose of a meeting of the Academic Integrity Panel is for the Panel members to decide on whether or not academic misconduct has taken place, classify any offence that is confirmed, explain the penalty system and if

appropriate, counsel the student about forms of academic support. It is not the business of the meeting to seek to determine motivation.

- Meetings of the Academic Integrity Panel will normally take place in person. However, in some circumstances, the University may decide that it is appropriate for a meeting to proceed remotely, through electronic means.
- The student will be provided the opportunity within the meeting to respond to the allegation of academic misconduct and to provide both verbal and written information that is relevant to their response. The student has the right to be accompanied at the meeting by one member of the University of Stirling community which includes a fellow student, staff member, or a representative from the University of Stirling Students' Union. This meeting is not a legal proceeding and therefore a student may not be accompanied by an individual who is legally qualified, including where the individual is a member of the University community.
- No audio or video recording of the meeting is permitted, either by staff or by students. However, students may take notes if they wish. As set out in paragraphs 47 and 48, a report of the meeting is prepared and provided to the student as a record of the meeting.
- Faculties should ensure that these meetings are convened in a timely manner, normally no longer than 10 working days after the suspected academic misconduct had been identified unless there is good cause or the point of the academic year does not support this. Students should be given notice, by email, of the meeting at least five working days before it is due to take place and must notify the Faculty/Divisional/Subject Chief Examiner of the name of any accompanying person at least two working days before the meeting.
- It is the responsibility of the Chair to ensure that a non-threatening approach is adopted at meetings and that any Agreed Record of University Accessibility Adjustments (ARUAA) considerations are considered where required and appropriate adjustments made.
- The failure of the student to attend the meeting will not prevent the Academic Integrity Panel from deciding on the matter and taking appropriate action in accordance with this procedure, and the Academic Integrity Policy. Where a student has documented good cause for being unable to attend the proposed meeting but indicates that they wish to attend, a suitable revised meeting date must be arranged.
- In cases of alleged contract cheating, it may be beneficial to compare the work with assessments previously submitted by the student. At the meeting the student may be invited to:
 - Comment orally on the work they had submitted – e.g., defend/explain the main arguments presented in the written work or discuss one aspect of the topic; and/or
 - Write a short (100-200 word) summary of the main focus or arguments of the written work; and/or
 - Translate a short (100-200 words) section into the target language (in language and translation modules).

Consideration should be given to the most appropriate approach to considering cases of contract cheating, taking account of e.g. the number of staff members who will remain with the student while any written response is being prepared, the recency of the work that was submitted, any support requirements that student may have.

- The Academic Integrity Panel discusses and considers the case in private. Following this discussion and consideration, where an Academic Integrity Panel concludes that academic misconduct has occurred, this decision will normally be communicated verbally to the student at the end of the meeting. The Panel will also notify the student why the work submitted constitutes academic misconduct, explain the penalty system and how they will be notified of any penalty, and offer guidance to the student on where to seek help and support.
- In cases where a student is found to have demonstrated academic misconduct: in more than one assessment within the same four-week period, and these are the first occurrences of academic misconduct, and each instance is subsequently categorised as a Minor or Moderate offence; the penalty appropriate to the level of each INDIVIDUAL offence will be applied, but the offences will not be concluded to represent an offence at the next higher level. However, in respect of all Major or Serious offences, more than one offence will always constitute an offence at the next higher level (in line with the penalty structure), regardless of when the academic misconduct took place.
- If the Academic Integrity Panel establishes that academic misconduct did take place, and the offence is categorised as Serious or Gross, the Chair should explain to the student that the case will also be reported to Academic Registry and may also be investigated under [Ordinance 2, the Code of Student Discipline](#). In addition, it should be made clear that the decision of the Academic Integrity Panel and any associated penalties will stand,

regardless of whether or not student disciplinary action is progressed, and any outcome determined through that action.

- All confirmed offences will be reported to relevant Professional, Statutory and Regulatory bodies (PSRBs) and Fitness to Practice Panels where this is considered relevant and required.
- Following the conclusion of all meetings of the Academic Integrity Panel, the Academic Misconduct Report Form should be completed and submitted online by the Chair of the Panel, within five working days of the meeting.
- Submitting the form attaches it to an e-mail which is sent to the student as a record of the meeting and also to the Academic Registry in order that the Academic Registry can then ratify and record the offence. Academic Registry will also subsequently inform both the student and the faculty of the penalty to be applied.
- Where an Academic Integrity Panel decides that no academic misconduct has occurred, this will be communicated to the student by Academic Registry. Where no academic misconduct is confirmed, the same case may be considered again by an Academic Integrity Panel should new information or evidence in relation to the case become available.
- All confirmed instances of academic misconduct should be notified to the relevant Board of Examiners through established Faculty procedures.

9.5.3 Appeals

- The University of Stirling [Academic Appeal](#) process exists to provide an opportunity for a student to request a review of a decision made regarding an academic matter. Where a student wishes to submit an appeal, they are required to do so on the appropriate appeal form, and an appeal will only be considered by the University where there is both: a right of appeal in respect of the decision the student wishes to be reviewed; and grounds for appeal.
- There is no right of appeal against a decision made based on academic judgement, where this judgement has been applied in line with the relevant policy and/or procedure.
- The grounds for appeal are that the decision: was unreasonable because it did not adequately consider all the factors affecting the student's performance; is procedurally incorrect or has been taken in the absence of all the relevant information (for example, the existence of a medical condition). Appeals are not considered on the grounds that academic performance was adversely affected by factors such as ill-health if there is no contemporaneous, independent, medical or other evidence to support this.

9.5.4 Extenuating Circumstances

University of Stirling, UK defined extenuating circumstances have a single, short period of impact; are out of the student's control; have a negative impact on the student's ability to study or undertake an assessment during the relevant period. For example:

- A serious or significant medical condition or illness
- The serious illness or death of a close person
- Serious, unexpected disruption of personal life such as family break-up; domestic abuse; unexpected childcare problems or being a victim of a significant incident/crime.

The following situations/circumstances will **not** normally be considered as extenuating circumstances:

- Circumstances that have affected the majority of the semester, in which circumstance the student should consider requesting a leave of absence before the end of teaching
- Multiple requests in the same semester for the same circumstance, in which circumstance the student should consider a leave of absence
- Minor ailments such as sore throats, minor colds, headaches, hangovers
- Long term illness or disability where special arrangements have already been made for assessments (an ARUAA) or where such arrangements could have been made if the University had been made aware at the appropriate time
- Circumstances catered for by the [standard coursework extension process](#)
- Examinations on the same or consecutive days
- Poor time management or misunderstanding of deadlines and dates
- Lack of understanding and/or use of language
- Personal or domestic events which could have been anticipated and planned otherwise such as moving house, routine childcare, holidays, paid employment
- Death or illness of pets
- Transport difficulties
- Claims made after the published deadline date for receipt of extenuating circumstances except for reasons that can be validated such as hospitalisation (see **When should an application be submitted**, for deadline)

- Claims without satisfactory supporting evidence
- Claims which do not state how the student's performance in assessments has been affected

If you meet the criteria and want to apply you should complete and submit the Extenuating Circumstances Request Form with any evidence you can provide.

Complete one form listing all your modules and assessments affected. If the modules and assessments affected are in different faculties, then submit the **same form** to **each** faculty, they will then co-ordinate their responses.

Documentary evidence in support of an Extenuating Circumstances Request should include all medical, non-medical and compassionate evidence that may be relevant. Evidence may include:

- Confirmation of illness from an appropriately registered medical practitioner, including a doctor's note/letter; record of hospital admission; letter from a consultant or other specialist; letter from a counsellor;
- A police incident number notification
- A letter of confirmation from a member of Student Support Services staff or other independent third party
- Copy of a court citation
- Confirmation of circumstances from an employer, provided on the employer's headed notepaper

Documents not in English should be submitted with a certified translation.

Note: documentary evidence of the death or illness of a close relative will not be required to support an application.

Extenuating Circumstances Request (and accompanying evidence) should be submitted as soon as it becomes apparent that you need an additional extension/your performance in an assessment or examination has been affected by an extenuating circumstance and, in any event, **no later than two working days following the end of the relevant exam diet**.

It is your responsibility to submit the application and evidence on time.

For applications made during semester, which can be decided without reference to final grades, the Senior Management will deal with the application as quickly as possible and advise the student of the outcome, usually within three days.

For applications regarding final module grades, the Senior Management will meet once grade information is available and their decision usually within 7 days of you receiving your grade.

More details: (<https://www.stir.ac.uk/about/professional-services/student-academic-and-corporate-services/academic-registry/student-information/exams/extenuating-circumstances/>)

9.6 Fee Policy

1. Students must clear any outstanding fees before registering for the upcoming semester.
2. Students will not be allowed to attend exams if they have outstanding fees that have not been cleared.
3. If any student withdraws from a course in the middle of the semester, they must still clear the semester fee to obtain their certificate.
4. If students have any queries or have not received payment plans or invoices, they should contact the Accounts Office (accounts@stir.ac.uk).
5. As per the payment plan, Post-Dated Checks (PDC) should be submitted on or before the commencement of the course along with emirates id & passport copy of cheque issuers.
6. Company cheques will not be accepted.
7. Failing to clear the invoiced due amount by the 5th of the respective month will result in additional non-adjustable Administrative Service/Late payment fees: AED 200 for late payment after the 5th of the respective month /AED 300 for holding a PDC for 10 days / AED 500 for dishonoured cheques due to closed accounts. (5% VAT applicable on any fee charged)
8. Transportation services are available only on a semester-wise basis and not on a monthly basis.
9. Seat confirmation for transportation services will be provided only after receiving the full-term transportation fee and location confirmation.
10. Any cheques should be issued in the name of "Planet one International Education FZ LLC."
11. For fee payment through bank transfer or ATM bank deposit, students should email the bank transfer receipt to accounts@stir.ac.uk for payment verification. Verification may take at least 3 office days, and the receipt will be issued

accordingly.

12. Any fee paid via the portal or credit card machine (POS) will be charged an additional 1%.

13. Bank details for making payments are provided, and students are requested to share the payment receipt with accounts@stir.ac for verification.

9.6.1 Tuition Fee Refund Policy

Withdrawals and Refunds

- If the student withdraws from the program/transport and has attended/availed the classes/transportation from day 1 to day 15, 50% of the semester tuition/transport fee stands Refundable
- If the student withdraws from the program/transport and has attended/availed the classes/transportation for 16 days and above, the entire semester tuition/transport fee stands Non-Refundable
- Admission Fee is Non-Refundable & Non-transferable at any given time or circumstances. (Refundable only if the applicant does not meet the eligibility criteria).
- These can be confirmed by the accounts once more.

9.7 Student Council

The Student Council plays an important role in the University which serves as a part of the application of the student learning process to pursue their interest and hobbies outside the classroom. It is reporting to the Student Affairs Office.

All students, no matter their ethnicity, religion, gender, or physical condition, are encouraged to be part of the Student Council as long as they are currently enrolled in the University and considered as voting member. The Student Council election is held at the beginning of the Spring semester. Students elected as President and Vice President can gain leadership skills by handling responsibility of attending meetings (internal and external) on which they serve as the voice of the students. Elected students are required to have a good academic standing which can represent the image of the University to different events. The elected students will serve in one academic year term and maximum renewal to another one academic year.

Activities can include writing, speaking and interactive capabilities and a team player. Members of the student council are promoting and participating actively in all students' cultural and non-cultural events.

9.6 Appendix 1: Statement on Proof-reading

This statement applies to all taught programmes offered at Undergraduate and Postgraduate levels, including all taught elements of Postgraduate Research programmes, but except for INTO University of Stirling modules.

The University of Stirling does allow so-called third-party proof-readers (i.e. a proof-reader who/which is not the student who wrote and will be submitting the work) to proof-read the final draft version of written work prior to submission so long as this takes place in line with the provisions set out below.

The University does not endorse any specific proofreading service provider or proof-reading programme.

Who/What can acceptably proofread?

The following can provide proof-reading for a student:	
	• Friends • Fellow students • Family • Professional/commercial proof-readers • Proof-readers provided by the University for ARUAA students • Commercial software options

What is permitted within proofreading?

Third party proof-readers/proof-reading software are ALLOWED to identify and suggest changes in the case of:	
Errors in	• Spelling • Punctuation • Sentence construction • Repeat phrases • Reference error • Layout inconsistency
Language errors in	• Grammar • Vocabulary • Sentence structure
Third party proof-readers/proof-reading software are ALLOWED to identify BUT NOT correct nor suggest changes in the case where:	
	• Meaning is unclear • Expression is poor
Third party proof-readers/proof-reading software are ALLOWED to suggest or discuss with a student:	
	• Possible English alternatives for un-translatable idiomatic expressions or technical/official terms.

Third party proof-readers/proof-reading software MUST NOT:	
	• Directly make any changes • Add to the content • Rewrite where meaning is unclear • Reword sentences and sections • Suggest or rewrite argument • Rearrange paragraphs or structure • Translate from one language to another • Correct individual instances of common errors in expression on drafts • Change figures, notations and sequences of code • Correct data calculations or factual errors

Retaining evidence of development of work

Students should retain their final pre-proof-read drafts and be able to submit this on request to the Module Tutor and/or Module Coordinator.

What happens if third party proof-readers overstep allowable boundaries?

Where a student submits an assignment in which proof-reading exceeded the boundaries set out above, this will consider as academic misconduct and dealt with through the Academic Misconduct Procedure.



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