



**SCHOOL OF ARCHITECTURE,
PLANNING AND LANDSCAPE**

GENERAL HANDBOOK

For

BA (Hons) Town Planning (K400)

BA (Hons) Geography and Planning (LK74)

Academic Year 2011 – 2012

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This handbook brings together information which applies to all students in the University as well as particular information about the operating environment of the programmes of study in the K400 & LK74 courses.

If there are matters which you wish to draw to the school's attention please do that as soon as possible.

University web site: <http://www.ncl.ac.uk>

School website: <http://www.ncl.ac.uk/apl>

1. ADDRESSES AND TELEPHONE NUMBERS

School of Architecture, Planning and Landscape
Located in Claremont Tower (Claremont Road)
And the Architecture Building (The Quadrangle)
Newcastle University
Newcastle upon Tyne
NE1 7RU

Telephone (switchboard): 0191 222 6000

Module descriptors are available on Blackboard.

For general enquiries contact the School Reception:

Tel: 0191 222 5831
Fax: 0191 222 8811

Reception opening hours (Monday – Friday):

9:00am – 12:30pm
1:30pm – 5:00pm

For specific queries about the course contact the Degree Programme Director:

Andrew Donaldson
Tel. 0191 222 5806
E-mail: Andrew.donaldson@ncl.ac.uk

2. TEACHING AND LEARNING IN THE PROGRAMMES

2.1 TEACHING METHODS

Modules involving the teaching of knowledge, concepts and skills in relation to specific subjects normally take the form of lectures and a wide variety of other learning activities. These include seminar discussions, workshops (short practical exercises designed to develop a particular skill) as well as student-centred learning through library studies etc.

Lectures: Lectures form the principal medium for imparting bodies of knowledge in modules taken by large numbers of students, particularly in the first and second years. A lecture is not the same as a lesson at school. We concentrate much more into a lecture and we seek to inspire and inform your curiosity about the subject rather than provide all the information to answer an assignment. At the very least, lectures do three things:

- They determine the syllabus. At school the external A level examination boards determine the course syllabus, here it is largely determined by the academic staff delivering the course. So if you want to know what topics will be covered in the exam, go to the lectures!
- They provide the basic material for the course: a framework around which you can add further information. Even the best note-taker however may expect little higher than third class marks unless lectures are supplemented.
- They provide a guide to further reading. Lectures usually synthesize a large amount of information and direct you to the sources you need for supplementary information.

Lectures therefore promote development of listening and summarising skills. They are not compulsory but it is foolish to miss them. It's much easier to acquire information and guidance from lectures than it is cold from the literature. You will find that styles of lecturing vary. This obviously reflects the differing personalities of the lecturers, but not all lectures follow the same pattern or have the same objectives. It is important therefore that you know what the objectives of a particular lecture are.

Taking good lecture notes is difficult. Don't write everything down, but try to identify the structure or plan of the lecture and the main points of the argument. Distinguish between the main facts, supporting evidence, and examples. Read through your lecture notes soon after the lecture while the lecture is still fresh in your mind.

Seminars / Workshops: Seminars and workshops comprise a group of up to c.20 students and one member of staff usually held in a small seminar room. These vary in frequency throughout the second and third year and are conducted by module leaders, lecturers or teaching assistants. They take a variety of forms depending on specific objectives, including general discussion of particular issues, student presentations, formalized debates, group projects, and research orientated workshops. These small-group sessions provide student-centered environments promote depth of reading, thinking and interpretation.

Tutorials: Tutorials are taken by your personal tutor and form part of the wider academic and personal support for you.

Practicals: Practical work is the main medium for the teaching of specialist skills, for example the 'hands on' use of computers. All students receive some practical experience in geographical methods and urban design, but in the second and third years the amount of practical work depends on your choice of themes and modules.

Project Work: Project work modules are designed to provide a focus for the acquisition of integrative, creative planning skills through the study of live or simulated planning situations. Within the programme there are three modules – one each year which consist mostly of project work. In addition, there are a number of other modules, which incorporate element of project work.

Project work may be organised on an individual or a group basis or combine both. Project modules are assessed through coursework. This may take a number of forms, including verbal and visual presentations, wall displays and written reports, and marks may be awarded on a group or individual basis.

Fieldwork: Field studies form a part of some modules. In particular, project modules will usually include an element of field visits. These may be accompanied by staff or may involve independent visits by students.

Most of the field study in the degree programme makes use of urban and rural locations in Tyneside and its surrounding areas. There are, however, elements of more extended study visits beyond this region in the programme. In particular, the European Study module in Semester 2 of Stage 2 involves a study visit to another European country of about one week's duration.

It is important that you are aware of security issues and, in particular; do not undertake unaccompanied field visits alone.

Students should note that, while University funds may be available to meet the costs of some elements of fieldwork visits, students will need to meet some or all the costs of some visits, in particular the European field trip.

2.2 OPTIONS (for Geography and Planning only)

Although Stage 1 is fixed, introducing you to core planning issues, choice is introduced in Stage 2 and Stage 3. This choice gives students the opportunity to focus on a particular aspect of planning for more intensive work.

2.3 DISSERTATION

The Dissertation is undertaken in Stage 3 and has a credit value of 40. During this module an individual tutor will be allocated to advise you in the preparation of the Dissertation. You are referred to departmental Guidelines on the scope, timetable and assessment of the Dissertation. These can be found in the Dissertation Handbook which will be made available to you in Stage 3.

3. ASSESSMENT

3.1 SUBMISSION OF COURSEWORK

All coursework should be submitted accompanied by the appropriate assessment sheet in the School Reception which is located by the main entrance from the Quadrangle to the Architecture building. Late or non-submission is discussed below.

3.2 GENERAL PRINCIPLES OF MODULAR ASSESSMENT

Under the modular system, each of the modules constitutes a unit of assessment, weighed by the modular value.

The assessment of a module occurs within the semester in which the module takes place. This means, for example, that where written examinations form an element of a Semester 1 module, these examinations will take place at the end of Semester 1.

Written examinations take place during the 'assessment period' identified in each semester - usually in January / February for Semester 1 and May / June for Semester 2. Assessment by coursework may be undertaken and submitted throughout the semester, as indicated in the module descriptions.

Progress from stage to stage and the award of the final qualification are based on these module assessments. The General Regulations and Examination Conventions specify the rules governing failure and re-assessment of modules.

3.3 FORMS OF ASSESSMENT

These vary between programmes and are discussed in specific programme handbooks/module outlines. In the case of formal examinations, past papers can be viewed at: <https://crypt.ncl.ac.uk/exam.papers/>

International students in particular are advised to familiarise themselves with the examination system and expectations.

3.4 DISCLOSURE OF MARKS

General Regulations state that marks for all modules are subject to confirmation by the Board of Examiners with the External Examiners in attendance. This meeting takes place at the end of Semester 2 (and at the start of Semester 1 for any re-sit examinations). The final marks for all modules in a stage will be released to you after the publication by the Registrar of the official list of decisions by the Board of Examiners.

Marks awarded for coursework will be reported to you when available (as indicated on the module descriptions) but will be provisional marks, subject to confirmation by the Board of Examiners. Similarly, marks awarded for written examinations held during Semester 1 will be released to you when they are available, but will also be provisional and subject to review and confirmation. We aim to return provisional marks to students within four term-time weeks.

End of semester Transcripts of Study can be downloaded after the Board of Examiners meetings via the Student Self Service Portal (<https://s3p.ncl.ac.uk/login/index.aspx>).

3.5 LATE OR NON-SUBMISSION OF COURSEWORK

Coursework **MUST** be submitted by the specified time and date. Late submission up to 7 days without good cause or without the granting of an extension will lead to a maximum mark of 40% for undergraduate programmes for the assessment in question. Non-submission of work will result in a mark of zero. This applies to all work whether it constitutes all or part of the final mark.

If the student has a valid reason for being unable to submit a piece of coursework by the specified time and date the student must complete a Late Submission/ Extension Request Form, outlining the reason for late submission. The form should be accompanied, as appropriate, by medical or other evidence; for example: medical certificate, police incident number, letter from Hall Warden. The student must then contact the Module Leader and the Degree Programme Director to explain the circumstances. If the reasons are accepted as valid a new submission date will be agreed by the Degree Programme Director and recorded on the Form. The piece of work, together with an Assessment Form and the Late Submission Form (with any supporting information) should be submitted to the Departmental Office by the revised date for distribution to the Module Leader. It is important that students contact the Module Leader and Degree Programme Director at the earliest possible opportunity if problems arise which may lead to late submission, and complete the Late Submission Form as soon as possible.

3.6 POOR GRAMMAR / SPELLING

The expectation is that you will hand in readable assignments, appropriate to the standard of work required at the stage you have reached in your degree. Marks are often thrown away by students through poor spelling and grammar. Please note that text and other shortened written communication are totally unacceptable in any assignment or in e-mail communication with staff.

While there is no automatic deduction of marks for poor grammar and spelling, if your grammar and spelling are poor the likelihood is that you will not relay your ideas effectively, and this will be reflected in your mark.

Often poor grammar and spelling are more a reflection of a rushed effort, rather than a lack of ability on the part of the student. Therefore, consider the following rules of good practice for yourself:

- You should not be submitting a first draft as a piece of summative coursework;
- You should have read your work through thoroughly before you submit it;
- You should be checking your work using spell-checker and the grammar checker. However, you should not rely on these tools as they are not infallible: spell checker will accept a spelling as long as it is an identifiable word, even if it is the wrong word, or the wrong spelling of a word e.g. there and their. Grammar checker may prefer a simplified sentence structure which actually reduces the meaning of what you are trying to argue. Nevertheless they are useful tools to help you get the basics right.

If you are unsure if your grammar is good as it should be you might like to take a test. The Oxford University Press provides an online test at <http://elt.oup.com/student/practicegrammar/test?cc=gb&sellLanguage=en>

We encourage you to extend your vocabulary; however if you are unsure of the meaning of a particular word then use a dictionary to check the word's meaning and that you have spelt it correctly. Thesauruses are also valuable for extending your vocabulary and for finding an alternative word rather than repeating the same one again and again. However, it is a good idea to check the alternative word in the dictionary to make sure it can be used in the way that you are using it.

If you are consistently being told that you have problems with your grammar and spelling, then you may need to seek further help to identify more precisely what the problem actually is. In the first instance there are books available which outline the rules and ambiguities of English punctuation and grammar and referring to one of these may help. There are also several web sites to help you improve your grammar. However, ensure it is an English site as different English speaking countries have slightly different rules and standards. The BBC offers a training at <http://www.bbc.co.uk/skillswise/words/grammar/>. If you would prefer to talk your particular issues through with someone then the University also provides the opportunity for you to review your writing skills with a specialist, you may talk to your year tutor, or the Degree Programme Director about this.

If you are an international student writing in your second language, one of the requirements for you starting on the course was that you had a minimum standard of English. If you find you are struggling with the reading and writing of English, however, and it is having a detrimental impact on your progress and performance, then you should inform your personal tutor. There is help available from INTO and your year tutor may be able to advise you about other opportunities for improving your English.

3.7 CIRCUMSTANCES AFFECTING PERFORMANCE

Sometimes things happen that are beyond our control – illness, personal problems etc. If things start to affect your course, you need to let someone know. There are processes in place to help you. Use your personal tutor as the starting point – they will be able to advise you about the various University procedures in place. It can be confusing, as there are a few different forms, but they depend on what you need to happen. Some things can be dealt with by your Degree Programme Director or School, but others will be referred to a central point within the University.

A PEC (Personal Extenuating Circumstances) is the most effective way of requesting adjustments or communicating to the people considering your marks at the end of the semester / Year. This form (which can be downloaded from <http://www.ncl.ac.uk/students/progress/student-resources/help/>) enables you to communicate to the Board of Examiners, and highlight to them any personal or medical problems that might have affected your performance. PECs should be submitted to the School office as soon as possible – bearing in mind that each School may set a specific deadline for PECs. This one form will be a way of telling the School about the problems and requesting a number of different types of adjustment - such as extensions, exemptions, deferrals, concessions, board of examiner discretion. A PEC form cannot change a mark – but it may be used as justification for allowing a student to pass a module with a lower mark than normal or it might mean you are considered for a different degree classification.

Some examples:

"I have had some personal problems throughout the year. I have tried to carry on as normal, but I am worried that with all the other things going on, I might not have done very well in my University work. I just want to make sure that people know that my performance might have been affected"

"The night before my examination, there was a burst pipe in my flat. had to wait for the landlord, and the emergency plumber until the early hours of the morning. It was 3.00am when they left. I had fully prepared for my examination, however, having very little sleep the night before, and worrying about the damage in the flat, I believe my performance on the day may have been affected".

A concession is anything that is not explicitly covered by the University Regulations. Concessions allow exceptions to the regulations, based on a student's personal circumstances. Concessions can, amongst other things, wipe examination attempts away or allow a student to re-do a year, without the regular 're-sit' penalty (this is very rare!).

Some examples:

"I was involved in a car accident on the way to my examination and had to be hospitalised. Due to the accident I missed my examination and was only able to contact the school the day after."

"I fainted on the morning of my last Semester 2 exam. I felt really ill, so I went to the doctors, but it means I have missed my exam and I don't know what to do."

"While I was preparing my dissertation and a piece of course work in April, I suffered from horrible tooth ache, an impacted wisdom tooth. I had to visit the dentist 4 times as I was in so much pain, even with the medication I was prescribed. I know the work I submitted was not of my usual standard I believe this is due to my circumstances at the time."

You can apply for a concession to sit this examination as a first attempt. This is different to taking a re-sit, as the mark will not be 'capped' at a maximum of a pass, instead your actual mark will count. Concessions are considered by the PEC Committee and are evidence-based so a note from your GP is a really useful thing to include in your application, not just a self-certified note, these would not be accepted. It is also extremely important where you are unable to sit an examination, where possible you contact your School immediately.

For further details on PEC Forms and Concessions please visit:

<http://www.ncl.ac.uk/students/progress/student-resources/help/>

3.8 WHAT IF I FAIL SOME MODULES?

It will depend on how many modules you have failed and what in - you will need to wait for the Board of Examiners to decide what they think should happen. To pass the year you will often need to take a re-sit, which usually takes place in August. Sometimes, you may need to take some time out to pass an essential (core) module before you can go forward to the next stage of your programme. You may be able to do this as an external candidate - i.e. just do the assessments next year at the next normal occasion and not attend classes - there are no fees for this. Sometimes you may have to attend the classes as well as complete all assessments - in this case you would be registered as a repeat student and will have to pay fees – this would require permission from your Degree Programme Director, you do not have this as of right (you need to be careful you are preparing for the correct assessment). Every student is different so you will need to get some advice from your School after the Board of Examiners.

3.9 RETENTION AND RETURN OF ASSESSED WORK

The assessment and auditing of teaching is a developing feature of all universities. For this reason there is an increasing need for the School to be able to make available samples of student work, of all kinds, to External Examiners and for purposes of both external and internal quality assessments.

Therefore, with certain exceptions, two copies of all coursework must be submitted. One of these will be retained by the School and the other returned to you. If a piece of coursework involves, for example, colour illustrations, it is acceptable for the second copy to be black and white. In some cases only one copy of group work need be submitted but where this is the case it will be retained by the School and students must make their own arrangements for personal copies prior to submission. Module Leaders will indicate other exceptions to the normal practice of double submission.

Newcastle University requires assessment feedback to be given back to students within 4 working weeks.

3.10 DRAFT MODERATION AND SCALING POLICY

This policy should be read in conjunction with the University's examination conventions and policy of moderation and scaling.

Organisation

The Director of Planning and Urban Design shall make arrangements to ensure that all work subject to the policy is moderated. Each module will be allocated a moderator. Marking is allocated two weeks after work has been submitted by students and moderation should be carried out in the following week - i.e. week 3. It is Planning's aim that we return all work within **three** weeks. It is the module leader's responsibility to ensure that moderation is carried out correctly and to the agreed timescale.

Coverage

All summatively assessed work is subject to moderation of its marking.

Different types of assessment

Examinations

A sample of marked scripts will be reviewed by the moderator. See below for information on the approach to sampling.

Essays and Reports

A sample of marked scripts should be reviewed by the moderator. See below for information on the approach to sampling.

Design Projects

All design project marked by review are attended and assessed by at least two members of staff.

Dissertations

Dissertations submitted under TCP3099 and TCP8099 will be blind double marked. This means that the moderator does not know what mark the first marker has allocated and cannot see the first marker's comments.

Selection of Samples

Samples of work for moderation will be selected so as to test the security of standards across the full marking range and where the candidate has failed. Class borderlines should also be moderated, given the importance the School attaches to the profile of marks. Work should also be moderated where a candidate fails to follow the rubric or is penalised for failing to answer the question.

The normal sample size is 10% of the number of pieces of work, but where cohorts are below 10 all work should be moderated.

In cases where there are new members of staff (including hourly paid staff) assessing work, sample sizes will be increased to 20% in order to ensure the security of the marking process.

Outcomes of moderation

Where all the work for a module is blind double marked (as in the case of dissertations) if the two marks are less than 10% different and within the same degree classification, then an average of the two marks will be taken. Where the two markers do not agree and there is a greater than 10% difference in marks and/or they are in different degree classifications, then they will attempt to agree a joint mark. If they are unable to agree the dispute will be referred to a third marker to determine the agreed mark.

Where a sample of work is moderated, individual marks will not be changed. Where the moderator agrees that the marking is in accordance with the marking criteria for the school/subject, the marks are confirmed. Where the moderator disagrees with the marking by at least 10% then consideration will be given to total double marking of all work, where marking is deemed unreliable, or scaling of the marks, where the marking shows a systematic error.

Recording the moderation process

In order that there should be an audit trail for moderation, there must be written evidence that moderation has taken place. Therefore moderators must fill in a moderation sheet and submit this with the assessed work at the time that marks are returned for recording.

Review of module performance across modules and over time

A Module Moderation Board will be held to review performance across modules. It will consider the means, range and standard deviation for all module cohorts with a view to identifying modules where student performance does not match normal expectations or where marks do not map to the common marking scale. Module performance will also be compared to module performance in previous years. In such cases, it should be considered whether marks ought to be scaled. (see below)

Information to students

Moderation is viewed favourably by students and it is important that they are aware of moderation policy. Therefore this policy shall be included in all handbooks. The actual moderation forms will not be made available to students but are made available for review by the external examiners.

Scaling

Where the marks for an assessment exceptionally fail to meet normal expectations for the range and spread of marks, then scaling will be considered. This would normally arise because of some unforeseen problem in the assessment which renders the marks out of line with the cohort's performance on other modules or past performance on the same module.

The Module leader and the Degree Programme Director will initially consider whether a systematic adjustment to the marks is required. If they cannot agree the issues will be referred to the Director of Planning and Urban Design [Chair of Board of Examiners]. The key issue to determine is whether the pattern of marks fairly reflects student achievement and to consider what the reasons for the pattern of marks are. If marks are deemed to reflect fairly student achievement, then no scaling is required. Scaling can move marks both up and down and will not necessarily involve the same adjustment across the whole of the mark range. In determining how marks will be scaled sample scripts will be tested around key boundaries, such as the pass/fail threshold and key classification boundaries.

Agreed by the Board of Studies for Planning February 2011.

4. MANAGEMENT AND TUTORIAL ARRANGEMENTS

4.1 THE PERSONAL TUTORIAL SYSTEM

The Degree Programme Director has responsibility for the conduct of your programme and for reviewing the programme and co-ordinating its contents. Each student also has a tutor.

The School considers that its tutorial system is central to effective student support and you must make sure you make full use of your tutor. Your personal or stage tutor provides for your pastoral needs throughout your degree programme by:

- Monitoring your academic performance, providing advice on your choice of courses and discussing methods of study.
- Providing an informal channel for your reactions to teaching provision and quality
- Acting as a first line of contact with the Head of Department, Faculty, and University, and interpreting and explaining rules and procedures necessary for progression through the degree programme.
- Helping where appropriate with problems relating to accommodation, health, money, and anything else that affects your quality of life. You are given your Tutor's e-mail address.

You should see your tutor at the times he or she sets – normally these are when there is an opportunity to talk through exam/assessment performance. You can also approach your tutor on any matter whether academic or personal which you feel is getting in the way of your studies. You may in these matters, of course, prefer to talk to another academic within the School. Please feel free to approach anyone in whom you feel confidence. Members of staff are here to help you in any way they can.

All students are required to see their tutor in order to discuss their progress at the beginning of each semester and at such other times as the degree programme director or the tutor may require. All students are also required to provide, in accordance with arrangements specified by the degree programme director, details of an address at which they may be contacted in the final week of the assessment period, ie, the week immediately following the end of Semester 2.

Students shall notify their tutors at the earliest opportunity of any change of local or home address and of any other changes in their circumstances material of their studies.

Students may be required to see their tutors during the second semester to discuss their choice of modules for the following academic year.

The requirement that students should provide details of an address at which they may be contacted in the final week of the assessment period is intended to ensure that an appropriate mechanism exists for the transmission to students of details of their examination and other assessment results which in the case of some degree programmes will not be available until the last week of the assessment period.

4.2 PERSONAL DEVELOPMENT PLANNING

From September you will be able to make use of a personal development planner tool (known here as PDP) to record, reflect on and evidence the skills, knowledge and abilities which you are developing during your time at university. By undertaking this process you will be giving yourself a definite advantage when it comes to applying for jobs or further study. In

addition it provides a way for you to bring together your thoughts, plans and achievements and build on them for the future.

You can also use the PDP system to record your personal tutorial meetings. All the information you put into PDP is secure and private, it is only accessible to you unless you choose to make it available to others. The one exception to this is the information you provide to your personal tutor which is available to them and to you (but no one else).

To start using PDP or find out more about it, please log onto Blackboard where you will find a tab with the title PDP, click on this and follow the simple instructions to access the PDP system.

4.3 PROCEDURES FOR CHANGING TUTORS

Occasionally the relationship between a student and tutor breaks down. In such cases it may be best for a change to be made. Either a student or a tutor can ask the Degree Programme Director or the Head of the School of APL to make the necessary change.

It is a requirement of the University that you meet your tutor at least three times a year.

4.4 CONTACTING STAFF

All staff are contactable by e-mail or phone or in person by appointment. A list of staff e-mail is available from Reception and is also available via the University website. Academic staff are expected to research, publish, attend conferences etc so the staff member you want to see may not always be available on the day you wish. It is usually best to send an e-mail in the first instance and make an appointment.

Staff will contact you by e-mail. It is important to check your e-mail daily. All students are provided with a free e-mail address and account at the University.

4.5 USE OF E-MAIL

E-mail is a convenient way of communicating important messages. It is useful, for example, if you need to explain an impending absence; to convey relevant personal information affecting your studies (e.g. illness); or to confirm an appointment for a planned meeting. However, please bear in mind that you are not the only person who will be contacting your tutor or module leader and, although they are available and willing to help you, they, like you, have a lot of demands on their time.

Before sending an e-mail, please consider whether you could find out what you need to know from somewhere else. For example, if this Degree Programme Handbook does not provide the answer, your School office should be able to answer general queries about such matters as timetabling, deadlines for submission of coursework or examinations.

Please remember that e-mail is an alternative means of communication to writing a letter or telephoning and the way your e-mail is written should reflect this. The use of clear and appropriate language is more likely to result in you receiving the information that you need.

5. ACCREDITED PRIOR LEARNING, PROGRESS, ATTENDANCE AND CONDUCT

5.1 ACCREDITED PRIOR LEARNING

The SAPL policy on APL operates in line with Newcastle University regulations. This allows for students on an individually assessed basis to be considered for exemption from particular modules within their chosen programme. The granting of APL is a matter of academic judgement based on equivalence of learning. For programmes that are accredited by the Royal Town Planning Institute (RTPI) permission for APL must also be sought in advance from the RTPI on an individual basis.

5.2 PROGRESS

The University Regulations (Undergraduate Progress, *Section G: General Provisions Governing Attendance and Progress*) state that:

Satisfactory Progress

The student is required to make satisfactory progress in the relevant programme of study and, during each semester, the student's progress shall be reviewed in all modules by the degree programme director.

Failure to make satisfactory progress may be grounds for:

- (a) Monitoring the attendance of the student or requiring the submission of written work in addition to that required by the degree programme regulations.
- (b) Deferral of the student's first attempt at the whole assessment for the module(s) concerned to the August/September resit examinations in the same academic year. Where such a deferral is taken, the student's attempt shall be the second attempt.
- (c) Interruption or termination of the student's programme of study.

Evidence of Failure to make Satisfactory Progress

Any of the following may constitute failure to make satisfactory progress and all may be taken into account in considering the student's case:

- (a) Failure to attend for interview with the tutor assigned to the student at the commencement of each semester, and at such other times as the tutor may require.
- (b) Failure to attend regularly the programme of study without good cause (see General Regulations A4).
- (c) Failure to perform adequately in work prescribed for the degree programme.
- (d) Failure to submit written work required under the degree programme regulations (whether or not such work counts for assessment purposes) at the required time.
- (e) Failure to attend examinations or to satisfy the examiners in the examinations prescribed; provisional examination results may be used as such evidence.

Withdrawing from the University

Occasionally students decide to withdraw from the University. If you have doubts about continuing with your studies, you are advised to discuss the matter with your tutor as soon as possible. If you decide to withdraw, you should inform your tutor and inform, if applicable, your LA and Student Finance England. You are also advised to contact the Student

Progress Service and if you are living in University accommodation, Student Services. If you have paid tuition fees you should also contact Student Services to find out whether any refund is due to you or how much you may owe to the University.

5.3 ATTENDANCE

As part of your commitment to your studies you are expected to “be on campus or at your placement whenever required by your programme, and actively participate in all sessions specified for your programme” (Student Charter). Students who attend all of their classes tend to do better in their assessments. Students who don’t attend classes may be deemed to be making unsatisfactory progress and withdrawn. Students must therefore keep their school informed of any absence. Students should also submit sick notes if appropriate. See www.ncl.ac.uk/students/progress/student-resources/regulations.

5.4 ATTENDANCE FOR INTERNATIONAL STUDENTS & VISA CENSUS

Background

The University is now licensed by the UK Border Agency (UKBA) and is subject to compliance monitoring. The UKBA could visit at any stage without warning and non compliance could result in the licence being down-graded and an action plan being put in place, the licence being cancelled, civil penalties being incurred or criminal prosecution.

Attendance monitoring

In addition to the University’s obligation to ensure that it has accurate records on all students, including changes in circumstance (such as student transfers of programme or mode of study, withdrawals and leaves of absence), the University has an obligation to report to the UKBA such changes that may affect the terms of an international student’s visa. This includes reporting failure to register, changes in circumstance as above and absence from the programme for 10 expected interactions (eg physical attendance at lectures, seminars tutorials etc). Reports must be made to UKBA within 10 days of any change/absence trigger.

NB International students can not normally transfer to part time mode without invalidating their visa and no international student should work for more than 20 hours during terms time (or most of the summer for postgraduate students) without invalidating their visa.

It is therefore a requirement that academic units establish attendance monitoring arrangements for all international students.

1. Each School will hold a census day on the following dates:
 - Monday 24 October 2011
 - Monday 21 November 2011
 - Monday 30 January 2012
 - Monday 20 February 2012
 - Monday 12 March 2012
 - Monday 07 May 2012
2. The School will hold a student register (via a very recent extract from the portal) by programme for each census day. An audit trail of attendance records should be maintained for one year.

3. International students from undergraduate and postgraduate taught programmes will be required to present themselves at the School reception, as advised, on this date with their Smartcard and sign against their name on the programme register.
4. Support staff will chase up students during the week of the census date and should have a signature for each student by the end of the week or a written record of the student's absence for good cause (eg sick note/leave request).
5. If the School does not have a signature or confirmation of absence for good cause as above on the census day, they must e-mail the student and require them to report to a key contact within 5 days, after which they should be referred for exclusion under the unsatisfactory progress regulations through notifying the Data Officer and the Concessions team. (<http://www.ncl.ac.uk/student-progress/changecirc/>)
6. In addition, Schools will take stock of student results following each examination/assessment session (i.e. semester 1, semester 2 and re-sit results).

5.5 CONDUCT

5.5.1 ASSESSMENT IRREGULARITIES

The University is committed to ensuring fairness in assessment and has established a procedure for dealing with assessment irregularities. For the purposes of this procedure, an assessment irregularity involves the use of improper means by a candidate in the assessment process. This includes, but is not limited to, the following:

- Any breach of the rules for University examinations, including copying from or conferring with other candidates or using unauthorised material or equipment in an examination room.
- Impersonating or allowing another to impersonate a candidate.
- Introducing examination scripts into the examination process otherwise than in the course of an examination.
- Permitting another student to copy work.
- The falsification (by inclusion or suppression) of research results.
- Plagiarism. This is defined as the unacknowledged use of another person's ideas, words or work either verbatim or in substance without specific acknowledgement. For the avoidance of doubt, plagiarism may occur in an examination script as well as in assessed coursework, projects, reports and like work and may involve the use of material downloaded from electronic sources such as the internet. Further, the inclusion of a source in a bibliography is not of itself a sufficient attribution of another's work.

Self-plagiarism: in addition to the general assessment irregularities listed above you must also avoid self-plagiarism - presenting identical work for more than one assessment, without referencing. An example would be using the same sentence, paragraph or table in more than one essay or using the same research data for more than one project, without cross-referencing. You must not submit the same work, or part of the same work, for assessment more than once. If you do so, this will be treated as an assessment irregularity and will be dealt with according to the procedure for other assessment irregularities.

More on Plagiarism: In writing essays, reporting on project work or constructing a dissertation you are frequently required to draw upon existing literature or to use existing data to both indicate your grasp of your subject and to place your findings/interpretation in a wider academic or other context. In doing so you usually need to draw upon the work of others in general, and often in detail. It is important in doing this that you avoid copying the work of others, in its entirety or in part, without acknowledgement and without the use of quotation marks – this practice is termed 'plagiarism' and is a form of cheating.

Over-reliance on the work of other individual researchers can often be avoided by reading more widely in a subject area. Consult a range of texts before constructing your essay, report or dissertation. If only a few texts are available a simple précis of these works should be avoided where a more intelligent interpretation is expected. Clear and adequate referencing to the original authors must be made. In **all circumstances** plagiarism must be avoided. *Students found guilty of plagiarism will receive a mark of ZERO for the piece of work.* Anyone found guilty of plagiarism will also be reported to the University authorities who may withhold their degree.

We do not expect, nor wish to deter you from producing work that draws upon that of other researchers. The balance between using other people's work and plagiarism may seem a fine one but the latter can be totally avoided by adequate referencing. If you follow the points outlined below to reference other people's work you will avoid being accused of plagiarism. For further advice on good referencing practice please see your tutor. Advice will be given on good referencing practice in the planning skills module in Semester 1, Stage 1.

- Direct quotations should be in quotation marks, with a reference to the source (including the page number) in the text.
- Indirect/paraphrased quotations and borrowed ideas should be acknowledged by means of a reference in the text. 'Second-hand' quotations (i.e. where one work you have read refers to another which you have been unable to locate) should be given in the form (Author X, date, cited in Author Y, date), and only the work of Author Y should be cited in the list of references.
- No paper should be submitted without references in the text and a list of references at the end.
- All references in the text should be accompanied by a full entry in the list of references.
- There should be no entries in the list of references that have not been cited in the text.
- The sources of all tables, maps etc should be acknowledged by the inclusion of a reference prefaced by the word 'Source' – to be placed immediately below the table/map.

Plagiarism is easy to detect: As experts in their field geography and planning staff can recognise unacknowledged quotations from the literature and increased use of very sophisticated electronic testing such as 'Turnitin' and other services operated by JISC makes it possible to detect plagiarism from more obscure web sources. ***Students should be aware that tutors are widely read in their particular fields and that staff systematically check for plagiarism.***

Collusion: Collusion is defined as the submission by two or more students of the same or similar pieces of work (or parts of pieces of work) which are presented as the individual's own solely authored work. This could arise from students working together to complete the work, or by one student allowing another to copy his/her work. Copying without the author's permission is not collusion, but taking another student's work without permission is theft and constitutes a disciplinary offence.

Examinations: In relation to University examinations, you should not:

- Breach the University's rules for examinations – www.ncl.ac.uk/examinations/RULES.htm
- Copy from or confer with other candidates in the examination.
- Confer with others outside the examination room whilst an examination is in progress.
- Use unauthorised material (e.g. notes) or equipment (e.g. electronic devices for storing text or audio material) in an examination room.
- Present yourself as another student or allow anyone else to present themselves as you in the examination room.
- Introduce examination scripts for marking other than in the course of an examination.

5.5.2 PUBLIC INTEREST DISCLOSURE ('WHISTLEBLOWING')

The University has a policy and procedure to assist employees and students who believe that they have evidence of malpractice or impropriety which it would be in the public interest to disclose. Members of the University are expected to use the policy and procedure in the first instance rather than report their concerns to a third party outside the institution. The Policy and Procedure on Public Interest Disclosure is available on the University's website at: www.ncl.ac.uk/hr/policy/conduct/

5.5.3 THE USE OF COMPUTERS AND IT

All use of the computer systems throughout the campus are used on the understanding that no computer identifiers are 'loaned' to others, no software is altered, copied or mounted without permission of the Computing Supervisors and also that knowingly using illegally-obtained software can be subject to civil legal action with ensuing large financial penalties.

Academic consequences of this behaviour would be curtailment of computing resources and subsequent action under normal University disciplinary procedures.

Accessing and transferring obscene material is forbidden and if done your computing resources will be suspended. All World Wide Web sites you access are monitored and recorded.

Drinks and Food may not be consumed in the Clusters / Studios except where specific provision is made.

Mobile phones should not be used in the Clusters.

Students must be aware of the importance of backing up their work. To 'save' on a regular basis and be aware that memory sticks can break very easily. There is no provision for loss of data that was not backed up.

6. STUDENT COMMENTS AND GRIEVANCES

Students are encouraged to make comment about any aspect of their degree course or their life in the School, or seek remedies for specific grievance, in the following ways:-

6.1 STAFF-STUDENT COMMITTEE

This committee meets at least once per semester to consider any matters raised by students, including:

- Modules / Programmes of study
- Learning resources
- Teaching and learning
- Pastoral care
- Personal development

The Committee has both academic staff and student representation, as appropriate, to cover all programmes and as many stages as is practical. The Programme Secretary will report names and contact details of student representatives promptly to the Education Officer, Union Society to enable training to be arranged. The discussions and decisions of the Staff-Student Committee will be reported to the relevant Board of Studies.

6.2 MODULE EVALUATION

Students are requested to complete a confidential questionnaire through Blackboard for selected modules. This is designed to help academic staff to improve the quality of their modules. The results will also be incorporated into a module report that forms part of the process of annual review of the programme.

6.3 STAGE AND PROGRAMME REVIEW

Year groups are sometimes invited to meet with the Degree Programme Director towards the end of each semester to review the course of study for that semester, and the programme as a whole. Information from these meetings is also used in the annual review of the programme.

6.4 GENERAL DEPARTMENTAL GRIEVANCE PROCEDURE

Students may also raise issues of specific concern with appropriate lecturers or tutors on projects, workshops etc. In cases of dissatisfaction, students should approach the member of staff concerned, then their Year Co-ordinator, then the Degree Programme Director, as necessary to resolve the issue.

Students also have recourse to the various University procedures for appeals and review or for concessions. Appeals should be made through the Student Progress Service.

They may also wish to talk to their Personal Tutor who will, where appropriate, act as a 'friend' in helping them to present their complaint.

7. FACILITIES

7.1 LIBRARY FACILITIES

The Robinson Library is one of your most important resources and you should make sure you learn how to use it as soon as possible. Your tutor should help you in this. In particular learn to decipher a reference (is it to a book, an article, or a chapter in a book?), learn how to use the library catalogue, and learn where the books which concern you are to be found in the library. Plan the way you use the library. Popular books will be in heavy demand, but only perhaps at a certain stage in the module. It may pay you to read a reference in advance of other people or wait until the rush is over.

Further information on all of the Library's services – along with live links to the resources described below – is available via the Library web page at: <http://www.ncl.ac.uk/library/>

The Robinson Library holds the bulk of Architecture, Planning and Landscape material. It is located on Jesmond Road West, over the footbridge opposite the Devonshire Building. There are several PC clusters in the building providing access to a large number of full-text journals, bibliographic databases and other web-based information services.

For new students the following link is very helpful: http://www.ncl.ac.uk/library/about/welcome/new_students/

SAPL Workroom: There is a dedicated workspace on level 3 of the Robinson Library – room 332 – next to the Information Desk. This houses some reference materials, selected by members of academic staff from the School, along with a networked PC for consultation of appropriate e-resources.

Students from the School can pre-book this space (9.00am-5.00pm, Monday –Friday) for group work activities, at the Library Information Desk. The SAPL Workroom is open access after 5.00pm and at weekends.

Borrowing: Bring your Smartcard whenever you visit the Library. **You will not be able to enter the Library without it.** You will also need your Smartcard to borrow Library material, request Inter-Library Loans and use self-service facilities.

At any one time, Undergraduates can have on loan:

- 20 Long Loan Items
- +3 1 Week Loans
- +3 Next Day Journals
- +3 Student Texts Collection Items
- +3 Next Day Loans (books)

Electronic journals: The Library currently subscribes to over 10,000 electronic journals, complementing our print collection of >5000 titles. You can access these resources from the Library web pages where you will find a full list of titles, as well as details of useful full text collections, such as:

- Science Direct (Elsevier Science)
- Oxford University Press Online Journals
- Metapress (Taylor and Francis)
- JSTOR

Some e-Journals can only be accessed on campus (or using dial-up access, RAS or VPN) while others need a password for off Campus access. Check the link for more details:
<http://www.ncl.ac.uk/library/resources/ejs/>

Enquiries: There are Information Desks on levels 3 and 4 of the Robinson Library, open at the following times during term: **10.00am – 4.45pm**. Outside of those times, please ask for assistance at the main counter on level 2.

7.2 WRITING DEVELOPMENT CENTRE

Location: Level 2, Robinson Library
Website: <http://www.ncl.ac.uk/students/wdc/>
E-mail: wdc@ncl.ac.uk
Telephone: 0191 222 7659 or 0191 222 5650

The Writing Development Centre offers tuition and guidance for students who wish to improve their writing skills for study purposes. Help is available with the following:

- Understanding assignment and examination questions
- Planning, structuring and revising assignments
- Using reading sources without plagiarism
- Developing an argument
- Writing critically
- Using an appropriate authorial voice
- Writing different types of assignment (e.g. essays, reports, reviews, reflective pieces)
- Writing theses and dissertations
- Answering examination questions
- Using grammar and punctuation accurately and effectively
- Using appropriate vocabulary and style
- Learning from feedback on previous assignments

We run a series of **lectures and workshops** throughout the academic year. Some are open to all students, while others have been developed for specific degree programmes or modules. More information about these sessions is available on the Group Teaching pages of our website: <http://www.ncl.ac.uk/students/wdc/group/>.

We also offer a **one-to-one support service**. You can have an individual consultation with an academic writing tutor to discuss any difficulties you may have with writing, seek feedback on your written work or gain a better understanding of academic writing conventions and the standards expected at University. We recommend that you book a session in advance via our online booking system: <http://www.ncl.ac.uk/students/wdc/support/>. A limited drop-in service is also available. For more information, see **Opening hours** below.

International students with English as an additional language please note: You can use the Writing Development Centre one-to-one support service if you meet **one** of the following conditions:

- You have been exempted from language testing and/or the UELA assessment
- You have attained a mark of 70 or over in the UELA writing assessment
- You are a continuing student who has attended one full year of INTO In-Sessional writing classes in the past

If you are a new international student with a UELA writing score of less than 70, you will be supported by the INTO In-Sessional programme in the first instance.

Opening hours:

During the teaching and assessment period in semesters 1 and 2, the Centre is open from 1:00 to 4:30pm Monday to Thursday and from 10:00am to 1:00pm on Friday. Bookable sessions are available from 1:00 to 4:00pm Monday to Thursday and 10:00am to 12 noon on Friday. We also offer a limited drop-in service from 4:00 to 4:30pm Monday to Thursday and 12:00 to 1:00pm on Friday. In addition, if a bookable slot is free, you may drop in at the appropriate time. A timetable showing free slots will be displayed at the entrance to the Centre.

During the Easter and summer breaks, sessions are available by appointment only.

Online resources:

You will find a collection of learning resources for academic writing and general writing skills at <http://www.ncl.ac.uk/students/wdc/learning/>.

7.3 ENGLISH LANGUAGE MATERIALS ONLINE (ELMO)

<https://elmo.ncl.ac.uk/Default.aspx> ELMO is a website of multimedia, self-study English language activities to help you improve your English for Academic Purposes (EAP). It is free for Newcastle University students and staff. The website and the materials have been designed and written by English language teachers at Newcastle who work to support Newcastle's international students and staff. This innovative learning resource is the only one of its kind in the UK.

ELMO has a combination of general and subject-specific Academic English activities divided into units and activities. You can use it anywhere, anytime, at your own speed for any length of time. All activities give you feedback and scores. You can save these scores to create your own personalised 'Study Record'. It includes video and audio material, so you will need to use a computer with headphones or speakers. You can use your own headphones with computers in on-campus clusters.

ELMO has been live and running successfully at Newcastle University since September 2005. By June 2006, over 1700 students had used ELMO registering 35,078 hits and recording 4,600 scores. 8% of these student hits took place between midnight and 9am. An ELMO survey of all Newcastle's non-UK students was conducted in June 2007 and the results of this can be found online.

"ELMO is a very well developed website which I strongly recommend all international and native students to use." (ELMO student user)

You can discover ELMO by simply exploring the website. Alternatively, you can download a simple instructions document. When logged in to a campus computer, ELMO will identify you automatically. If you are off-campus, use your University login and password to log on to ELMO. Contact us: elmo@ncl.ac.uk

8. EQUAL OPPORTUNITIES

The University has a clearly defined equal opportunities policy. Copies of the policy are available from the Human Resources Section, the Student Progress Service and on the University's website at: <http://www.ncl.ac.uk/students/progress/student-resources/regulations/eop.htm>

8.1 PROVISION FOR DISABLED STUDENTS

Disability Policy

The University and the School is committed to developing an environment in which students with disabilities can pursue their intellectual and personal development with appropriate central and departmental support services. It is the policy of the University that all applicants for programmes of study are considered first and foremost on grounds of academic and individual merit and, in respect of applicants who are disabled, every possible effort is made to overcome any factors which might prevent them from undertaking a programme of study or research for which they have been approved under normal admissions arrangements

The Disability Support Service is a confidential advice and information service for disabled students and applicants. The people they work with include those who:

- Are dyslexic or have another Specific Learning Difficulty
- Have a medical condition, e.g. RSI, diabetes, epilepsy, M.E., arthritis
- Are only able to walk short distances
- Have mental health difficulties
- Have autistic spectrum disorder/Asperger's syndrome
- Use a wheelchair or other equipment
- Are Deaf or hard of hearing
- Are blind or partially sighted

The Disability Support Service:

- Co-ordinates services for disabled students
- Talks with students about their support requirements
- Organises assessments of study support requirements
- Gives on-going support to enable effective study
- Assists in applying for the DSA (Disabled Students' Allowances)
- Talks with tutors about appropriate support
- Liaises with Examinations Office about exam arrangements
- Works with the Support Worker Service for the provision of appropriate support
- Liaises with other services for more specialist help and advice
- Advises on accommodation issues
- Organises training for university staff on disability issues

More specialist assistance:

- Advise on screening and assessment for dyslexia and other Specific Learning Difficulties
- Provide one-to-one tuition and support for improving skills in organisation, essay-writing, note taking, reading and revision
- Give information and advice on equipment and software from a Technical Support Adviser
- Assist in locating support workers, including communication support workers, BSL/English Interpreters, note takers, lip speakers, transcribers

Contact details:

Telephone: 0191 222 7623

Text phone: 0191 222 5545

Fax: 0191 222 5539

Email: studentwellbeingservice@ncl.ac.uk

Web: <http://www.ncl.ac.uk/disability-support/>

8.2 DIGNITY AT WORK AND STUDY

The University has a Dignity at Work and Study Code of Practice. The purpose of this Code of Practice is to promote a working and learning environment and culture in which harassment and bullying are known to be unacceptable and aims to ensure that if harassment or bullying does occur adequate procedures are readily available to deal with the problem with support and sensitivity so as to prevent it recurring.

The Code of Practice covers both staff and students and provides information on sources of advice and support. The full Code of Practice can be found at:

<http://www.ncl.ac.uk/diversity/info/dignity/>

8.3 SEXUAL AND RACIAL HARASSMENT

Newcastle University recognises that the social environment in which students live and learn has continued to develop and change. In response to this and in common with many other institutions of higher and further education, the University has developed a policy on harassment which describes the University's approach to this matter and provides guidance to any student requiring help and advice. The Policy emphasises the University's commitment to a social and learning environment which is free of unlawful discrimination in any form. It also suggests what steps students should take and refers to the various sources of help and advice offered to students. Booklets describing the Policy are available from the Registrar's Office Reception, the Student Counselling Service, the Students' Union, the Careers Advisory Service and the Robinson Library.

Race Equality Policy

<http://www.ncl.ac.uk/diversity/info/race/index.html>

Reporting and Recording of Racist Incidents

http://www.ncl.ac.uk/diversity/info/race/documents/20080501_diversity-policy-race-equality-incidents_ib.pdf

9. GENERAL HEALTH AND SAFETY POLICY

Copies of the School Health and Safety Policy are available in APL Reception and the Safety notice board.

The following extracts from the policy are particularly appropriate with regard to day to day activities.

ROLES AND RESPONSIBILITIES

All staff and students have a general responsibility to take reasonable care regarding the health and safety of themselves and others who could be affected by their acts or omissions.

The Head of School (John Pendlebury) is responsible for the management of health and safety within the School. School Safety Officer (Sean Mallen) is responsible for day to day matters such as risk assessment, accident reporting and safety inspection. Karen Livingstone is the trained first-aider, located in the Claremont Tower on the 3rd floor. Bill Softly and Sean Mallen are first aiders for the Architecture and Building Science buildings.

ACCIDENT AND EMERGENCY PROCEDURES

In the event of a serious accident or emergency requiring the emergency services University Security should be contacted via the University emergency switchboard number (0191 222) 6666, they will then be able to alert the relevant emergency services and direct them to the correct location.

Procedure in the event of an accident

First-aid is available from the named first aiders above.

If you have an accident while in the building please report this as soon as possible to Reception or to the School Safety Officer (Sean Mallen). Your accident will be recorded in the online accident book

Procedure in the event of a fire:

Action on discovery of a fire:

- Raise the alarm by shouting FIRE FIRE FIRE and operate the nearest break-glass call point.
- Call the Fire Brigade by dialling 6666.
- Attempt to fight the fire using fire fighting equipment provided if it is safe to do so.
- Evacuate the building using the nearest available exit.
- Report to the Fire Assembly point.

Action on hearing an alarm:

Leave the building using the nearest available exit, Fire wardens will direct building occupants via the signed routes to the main assembly points they are: point 'H' in the Quadrangle for most of Architecture, the back of the Old Library building for Architecture basement, point 'I' in the Claremont Quad for Claremont Tower, Bridge and Building Science., report to the Fire Assembly point and await further instruction.

- Do not delay your departure by collecting your personal items
- Do not return to the building until instructed
- Do not assemble by the main doors of the building
- Do not use the lifts
- Do close windows and doors if time permits

SECURITY ISSUES

There have been a small number of thefts over the years mainly from unattended coats and bags left in studios. Please don't leave anything of value (including iPods and mobile phones) lying about. The multi-access building in which we operate makes it too easy for anyone to wander in off the street. If you see anyone acting suspiciously do report this to Reception or the School Safety Officer.

THE WORKSHOP

The workshop is potentially the most hazardous place in the School and correct working procedures must be observed if accidents are to be avoided.

The workshop will usually be open to students from Monday to Friday between the hours of 9am and 5pm. No more than 25 people are normally allowed to use the workshop at any given time.

No student shall be allowed to use the workshop without having been introduced to safe working procedures by the technician in charge. No student shall use the workshop unless a technician is present.

Machinery may only be used by those conversant with its safe operation, having completed a safety induction and with the permission of the technician in charge.

Students and non-technical staff are not permitted to use the circular saw, chopsaw, lathe, router table, or planer. All other machines may be used following instruction and under the supervision of a technician. The use of the Polystyrene Cutter generates small quantities of toxic fumes, it is important to ensure there is good ventilation when in use.

Students should wear suitable footwear whilst in the workshop. e.g. not sandals

Long hair and Loose items of clothing should be tied back to avoid entanglement when using machinery and power tools.

Personal Protective Equipment including goggles, ear defenders and dust masks must be worn as instructed.

Students will be expected to tidy up benches and machines when they have finished using them, put waste and scrap material in the bins and return all tools to their respective places. Students are reminded that waste materials should not be disposed of in the sink or toilets beside the workshop. Please contact the technician in charge if unsure. Students must at all times conduct themselves in a responsible manner when in the workshop.

SMOKING

Smoking is prohibited in all parts of the University campus. The University's detailed no smoking policy statement is available from the Registrar or at <http://www.ncl.ac.uk/hr/policy/conduct/smoke-free/smoking-staff.php>).

10. OTHER UNIVERSITY PROCEDURES AND CONTACTS

10.1 OTHER UNIVERSITY PROCEDURES

Procedures for:

- Academic Appeals Procedure
- Assessment Irregularities Procedure
- Code of practice for freedom of speech
- Dignity at Work and Study Code of Practice
- Equal Opportunities Policy
- Fitness to Practise Committee
- No Smoking Policy
- Race Equality Policy
- Student Complaints Procedure
- Student Disciplinary Procedure
- Student Sickness Procedure
- University Concessions Procedure

Website: <http://www.ncl.ac.uk/students/progress/student-resources/regulations/>

10.3 OTHER USEFUL CONTACTS

Most of the following information can be found in the Student Guide 2011-12:

http://www.ncl.ac.uk/students/progress/assets/documents/NUNI_SurvivalGuideFinal_2011-12.pdf

STUDENT WELLBEING

The Student Wellbeing Service provides information, advice and guidance on a wide range of student support issues. This support has been designed to enable students to maximise their potential whilst at University. The service is free, confidential and available to all students.

Tel: 0191 208 3333

E-mail: student.services@ncl.ac.uk

Main Website: www.ncl.ac.uk/students/wellbeing

Fees and Funding: <http://www.ncl.ac.uk/students/wellbeing/finance/>

Counselling and Mental Health Support: <http://www.ncl.ac.uk/students/wellbeing/support/>

Disability and Dyslexia: <http://www.ncl.ac.uk/students/wellbeing/disability-support/>

Medical Matters: <http://www.ncl.ac.uk/students/wellbeing/medical/>

COUNSELLING, MENTAL HEALTH & GROUP WORK

King's Gate, Level 2

Newcastle upon Tyne NE1 7RU

Tel: 0191 208 3333

Email: student.services@ncl.ac.uk

Website: www.ncl.ac.uk/students/wellbeing

You can come and meet with someone if there is something bothering you and you want to talk about it. An initial appointment will include a discussion about the options available to best help in your current situation. Appointments are available daily. The

aim is to see the student on the day they make contact providing the request is received before 3.00p.m. After the initial appointment, if you choose to continue accessing support, you may attend 1:1B or Group Sessions provided by: Counsellors Student Wellbeing Advisers (Mental Health & Life Skills) The approach depends on what the identified difficulties are and how they might best be addressed. This will be discussed fully with you.

DISABILITY SUPPORT

King's Gate, Level 2, Newcastle upon Tyne NE1 7RU

Website: www.ncl.ac.uk/students/wellbeing

If you have a disability we would encourage you to contact the Student Wellbeing Service as soon as possible. This will enable us to discuss any additional support that you may require e.g. facilitating examination arrangements. The government provides funds for UK disabled students through the Disabled Students' Allowances to assist students who, because of their disability, incur extra costs. Applications for Disabled Students' Allowances should be made through Student Finance England (or the equivalent body if you live in Scotland, Wales or Northern Ireland). Further details can be found at:

www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/HigherEducation/DG_070188

Advice and help on all aspects of claiming Disabled Students' Allowances can be obtained from Disability Advisers within Student Wellbeing.

SPECIFIC LEARNING DIFFICULTIES e.g. DYSLEXIA, DYSPRAXIA

King's Gate, Level 2, Newcastle upon Tyne NE1 7RU

Website: www.ncl.ac.uk/students/wellbeing

If you have a specific learning difficulty, such as dyslexia or dyspraxia, please contact a Dyslexia Adviser within Student Wellbeing as soon as possible and provide us with a copy of your most recent psychological assessment report. If you do not have a current report we can help you to arrange an assessment. We can also discuss any support that you may require e.g. additional time in examinations. The government provides funds for UK disabled students through the Disabled Students' Allowances to assist students who, because of their disability, incur extra costs. This could include funding for assistive technology or one to one study support if required. Applications for Disabled Students' Allowances should be made through Student Finance England (or the equivalent body if you live in Scotland, Wales or Northern Ireland). Further details can be online.

Advice and help on all aspects of claiming Disabled Students' Allowances can be obtained from Dyslexia Advisers within the Student Wellbeing Service.

IF THINGS GO WRONG

Email: casework@ncl.ac.uk

Website: www.ncl.ac.uk/students/progress/

Most students encounter few, if any, problems during their period of study at the University, but sometimes things can go wrong. There are processes in place to help you. Generally your first point of contact should be your personal tutor. The following

gives details of services available to you if you do have difficulties, and you are urged to seek advice as soon as a problem occurs.

CHAPLAINCY

19/20 Windsor Terrace

Tel: 0191 222 6341

Website: www.ncl.ac.uk/chaplaincy

Your time at University marks great changes in your life. Faith and spirituality can form an important part of these changes. Some people make decisions while at University to commit themselves to particular faiths or life stances. Some question the faith they grew up with. Others want to take the opportunity to explore spiritual questions and grow and develop as spiritual people. The Chaplaincy is here to help and support you in doing any of these things and also to be part of the general support offered to all members of the University community. The Chaplaincy Team is currently made up of several Christian chaplains and a Buddhist chaplain and is committed to religious tolerance, diversity and respect. We welcome people of all faiths or none, and are here for all students and staff.

We offer support in confidence, no matter what your problem might be, and are also here to offer resources to help you to grow in your time here at the University. We have the Mandela room, which is bookable by groups or individuals; a library that students and staff are welcome to borrow from; an office, and tea and coffee making facilities. It is a great place to come to relax, meet a Chaplain, have a coffee, or have some space. Access to the chaplaincy is by smartcard, or whenever a Chaplain is present, so if you want to pop in it's best to ring or email us to let us know you're coming. Our notice-board and website have details of activities and events. We keep in touch with many churches and other places of worship; and with all of the major faith groups in the city, as well as a number of other voluntary organisations. We have produced a "Rough Guide" to places of worship in Newcastle, covering all the major world faiths. If we can't help, we can normally point you in the right direction. The Chaplaincy – the place and the people – is here for you.

SPORT AND PHYSICAL WELLBEING AT THE UNIVERSITY

The University Sports Centre, Richardson Road, (behind Richardson Road flats)

Tel: 0191 222 7225/7474

Email: sport@ncl.ac.uk

Website: www.ncl.ac.uk/sport/

The Centre for Physical Recreation and Sport and the Athletic Union provide excellent facilities and an extensive programme of competitive and recreational sporting activities for students of all abilities, whether you wish to take up a sport for the first time or are participating for fun, fitness or serious competition. All students at the University are eligible to become members of the Athletic Union (AU) and are able to join any of its 55+ sports clubs. These range from traditional sports such as hockey, rugby and football, to more adventurous activities such as mountain biking, parachuting and sub-aqua. If we do not have a sport for you, you have the opportunity to set up your own club. University representative teams compete in the inter university British Universities & Colleges Sport (BUCS) competitions (achieving a 2008/9 BUSA ranking of 10th from 144 competing HE institutions) as well as local leagues. There is also an extensive intra mural competition in which groups of students within the University form teams and compete against each other in Football, Netball, Rugby and Hockey. The recreation program consists of exercise,

dance and mind and body classes. For those not wishing to be organized, sports centre membership enables casual booking of indoor activity space for 5 a side football, badminton, squash, basketball etc. The University has an extensive portfolio of outdoor pitches (26 grass and 2 artificial) based at its four outdoor sites as well as a Boat House at Newburn. Indoor facilities are located at the University Sports Centre consisting of a six court sports hall, two large multipurpose rooms, dance studio and the 125 station state of the art health and fitness suite (Please note there are different membership packages available for you to select the type of membership that most suites you). For high-performing athletes we offer a range of professional support aimed at ensuring that these athletes achieve both their academic and sporting goals. The Elite Athletes Squad is a specific support organisation for up to 20 high-performing student athletes that include an annual lecture programme, full medical and physiotherapy screening and the support of a personal tutor. In addition the Centre for Physical Recreation and Sport awards up to 40 sports scholarships annually.

10.4 UNIVERSITY REGULATIONS

Full University regulations may be viewed at: www.ncl.ac.uk/regulations/docs/2011.html

10.5 HANDBOOK FOR OVERSEAS STUDENTS

The international student handbook produced by the International Office can be viewed on-line through the following link:

<http://www.ncl.ac.uk/international/about/download.htm>

Student Advice Centre

We are open : During TERM TIME

Mon 10.15am - 4.00pm

Tues 10.00am - 4.00pm

Wed 12.00noon - 6.00pm

Thurs 10.00am - 4.00pm

Fri 10.00am - 4.00pm

During VACATION

We are open 11am - 3pm

CLOSED ALL DAY WEDNESDAYS

Livechat - www.unionsociety.co.uk

The Student Advice Centre is a professional service provided by the Union Society. Situated on the first floor of the Union Building, we are staffed by trained, experienced advisers. Our services are **free** to all Union Members and we work to standards of **strict confidentiality**. We offer a sympathetic listening ear, information, advice, assistance and representation on a wide range of issues.

Academic: changes of course, appeals, problems with supervisors, complaints, general worries.

Disciplinary: sanctions imposed by university or Wardens or the Union Society.

Employment: rights, National Insurance, Income Tax.

Financial: grants, fees, loans, other funding (including hardship, charities); taxes, debt, banking matters, benefits.

Legal: criminal and civil matters (including summonses for non-payments of Council Tax or TV Licences); compensation claims, insurances, consumer matters.

Health: registering with a GP, help with health costs (HC1 forms).

Housing: checking of contracts, disputes with landlords/other tenants, deposit refunds, repairs, evictions.

Personal/Family: sickness/disability, breakdown of relationships, harassment, discrimination, general distress.

Representation: the Representation & Democracy Co-ordinator helps students to be effectively represented and have their voices heard on all aspects of university life, and provides training and support for student reps.

U.N.C.L.E: the scheme loans baby equipment to student parents. For more information contact UNCLE Assistant at uncle.union@ncl.ac.uk

We don't claim to know everything! - But we subscribe to the computerised information system used by every Citizens Advice Bureau.

We also have specialist clinics operating every week. Ask us for more information.

We also stock an extensive range of leaflets & forms including Access to Learning Fund (ALF), and Financial Assistance Fund (FAF).

What is the SAC?

The Union Society, Kings Walk
Newcastle upon Tyne
NE1 8QB

T: 0191 2393979

E: sac.reception@ncl.ac.uk

Web: www.unionsociety.co.uk

Community
Legal Service



APPENDIX 1 GROUP WORKING FRAMEWORK

Stage	Standards- students should be able to:	Evidence gathering
1	<ol style="list-style-type: none"> 1. Communicate and share information with group members 2. Identify problems in interaction and bring them to module leader's attention 	<ol style="list-style-type: none"> 1. Take a regular part in Blackboard based discussion forums 2. Communicate problems to the module leader
2	<ol style="list-style-type: none"> 1. Appreciate the contribution of others 2. Keep good records including action lists 	<ol style="list-style-type: none"> 1. Use of peer evaluation form. 2. Minutes of discussions
3	<ol style="list-style-type: none"> 1. Negotiate the assigning of roles and responsibility in groups formed by module leader 2. Employ problem solving techniques to team working problems 3. Demonstrate capacity to listen and learn from others 	<ol style="list-style-type: none"> 1. Minutes of discussions 2. Reflect on process of team building in report of project work 3. Reflect on personal development in report of project in the form of responsiveness to criticism/feedback

APPENDIX 2

SCHOOL OF ARCHITECTURE, PLANNING & LANDSCAPE

DESCRIPTION OF LEVELS OF ATTAINMENT: UNDERGRADUATE, PLANNING PROGRAMMES: STUDENTS 2007/2008 ENTRY and later

CLASS OR GRADE	MARK RANGE	EXAMS	PROJECTS/ ESSAYS	DISSERTATION	DESIGN PROJECT WORK
FIRST	80+	Make excellent connections between the different areas of the curriculum. Synthesise, integrate and critique a wide range of evidence and information sources.	Exhibit an excellent level of understanding of the complexities of planning issues and problems.	Demonstrate an exemplary insight into theory, and make excellent connections between theory and practice.	Demonstrate originality and flair in the treatment and exposition of the subject matter. Work excellently individually and / or in groups, demonstrating high levels of initiative and autonomy.
FIRST	79 70	Synthesise and critically employ a good depth of material in a well-structured argument.	Communicate a wide variety of Planning information, ideas principles and arguments and proposals effectively and fluently through well prepared written, graphic, oral and electronic means drawing on effective use of data/literature.	Define and analyse a specialist issue rigorously with good insights gained through own research set in a clear and coherent structure.	Communicate Planning information effectively through graphic and/or electronic means. Able to formulate innovative course of action as responses to a variety of Planning problems.
SECOND (UPPER)	69 60	Perceptive understanding of the issues plus a coherent well-read and stylish treatment though with less originality than for a first.	Thorough, clear treatment shows a critical understanding of arguments, contribution and context based on sound use of data/literature.	Very good grasp of a specialist issue but demonstrating less originality than for a First.	Competent throughout, occasionally transcended. Confident resolution of the problems/issues.
SECOND (LOWER)	59 50	Competent answers based largely on a narrower range of material. Competently structured argument.	Competent treatment of literature or database drawing conclusions that demonstrate a useful understanding of the interplay of issues.	Competent understanding and treatment of a specialist issue with some insights into the interplay between theory and practice.	Competent performance with practical resolution of problems
THIRD	49 40	Demonstrates a basic grasp of the concepts and a baseline understanding of planning issues and problems	Makes basic use of evidence and information sources demonstrating a basic understanding of the complexities of planning	Basic grasp of a specialist issue using literature and data sources and competent if limited field work.	Basic level of achievement throughout with occasional signs of accomplishment.
FAIL	39 0	Fundamental errors of concept and scope or poor in knowledge, structure and expression.	Shallow and poorly presented. Lacking in conclusions or conclusions incorrect.	Superficial, inadequate write-up conveying little of the context or value of the research.	Shallow, flawed or incomplete work.
	29	Increasing inability to engage with the question or an answer to an imaginary question. Marks compiled from zero up offer in increments of five for each contribution of note.	No adherence to project essay outline or title. No clue as to what was required.		Little evidence of basic competence or imagination or very incomplete. Shows little grasp of the subject.

NOTE: These descriptions are to be read in conjunction with the Module Outlines available.



Blackboard 9.1 Information for Students

Blackboard 9.1 is Newcastle University's Virtual Learning Environment (VLE). Features include: course management; communities; assessment; feedback; communication and other collaborative activities.

How Blackboard is used varies from module to module. In general it allows you to view course materials and learning resources for modules that you are taking, at your convenience.

Why is Blackboard **Useful?**

You said it best

“I think it's really helpful, lecturers can put up a lot of information which can help with my revision.”

Rohan, International Student.

“One thing that I find useful is when staff post links to relevant or interesting journals.”

Chris, 1st Year.

“BB is the first tool I used to get in touch with my course, lecturers and the university.”

Maria, Masters.

How can I **access it?**

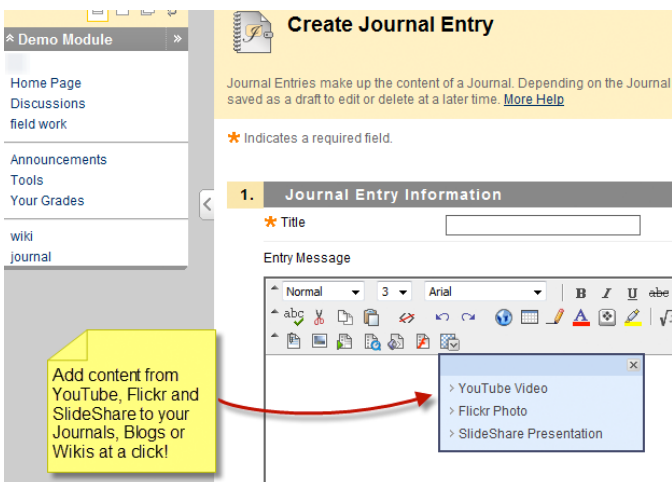
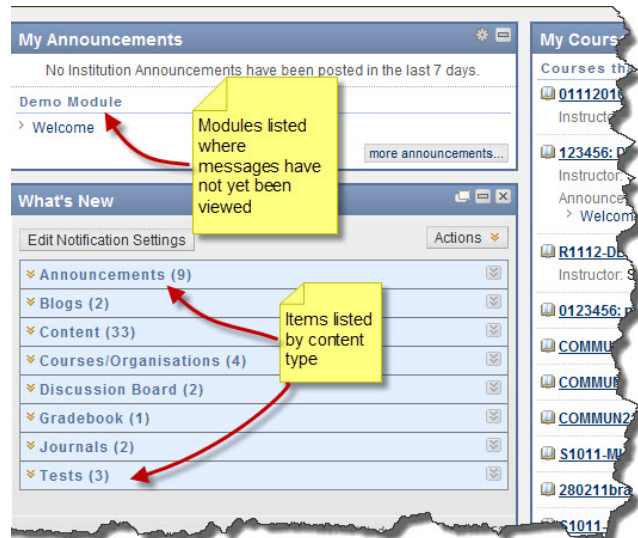
Blackboard 9.1 can be accessed from any computer with an internet connection. In order to log on to Blackboard 9.1 simply navigate to blackboard.ncl.ac.uk and log in with your Newcastle University username and password.

Blackboard 9.1 Information for Students

New Features

For the 2011/12 academic year Blackboard has been significantly upgraded and has several new features and a new look. The new screen design means that Blackboard is more appealing and quicker and easier to use.

Alerts and notifications help you manage your academic priorities and course deadlines. They will also highlight anything new so that you don't have to trawl through courses. Blackboard 9.1 contains a suite of tools (**Blog, Wiki and Journal**) that allow staff to facilitate collaboration and group work, where it is applicable (eg group work, distance learning).



Useful Links:

ondemand.blackboard.com/students.htm - Blackboard help for students.

www.ncl.ac.uk/timetable/academic/Modules.php - Lecture timetable.

<https://gateway.ncl.ac.uk/idp/Authn/UserPassword> - Examination timetable.

www.ncl.ac.uk/about/visit/maps.htm - Maps of the campus and city.