

## **GENERAL INFORMATION**

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**CHEMISTRY STAFF**  
**with particular responsibilities**

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Head of the School of Chemistry	Professor M Green
Director of Teaching and Learning, Chair of the Board of Studies and Deputy Head of School	Dr C Bleasdale
Secretary of the Board of Studies	Mrs Claire Nicoll
Degree Programme Director	Professor RA Henderson
Chair of the Board of Examiners	Dr JG Knight
Secretary of the Board of Examiners	Dr KJ Izod
Database Officer	Dr BW Tattershall
Chair of Student–Staff Committee Staff Representative	Student Representative Professor A Houlton
Safety Officer	Mr A Crawford

**CHEMISTRY STAFF**  
full listing of teaching staff

<b>Academic staff</b>	<b>Room Number</b>	<b>Email address</b>	<b>Telephone Ext.</b>
Dr Ulrich Baisch	G.12		
Dr AC Benniston	3.37	a.c.benniston@ncl.ac.uk	5706
Dr C Bleasdale	3.13	christine.bleasdale@ncl.ac.uk	7070
Dr C Cano	ADDI	celine.cano@ncl.ac.uk	7060
Dr MA Carroll	3.03	m.a.carroll@ncl.ac.uk	7074
Dr S Doherty	1.22	simon.doherty@ncl.ac.uk	6537
Dr RJ Errington	1.17	john.errington@ncl.ac.uk	6643
Dr DA Fulton	2.42	d.a.fulton@ncl.ac.uk	7065
Professor BT Golding	3.16	b.t.golding@ncl.ac.uk	6647
Professor M Green	1.29	mike.green@ncl.ac.uk	6786
Professor RJ Griffin	3.58	r.j.griffin@ncl.ac.uk	8591
Dr JP Hagon	2.43	jerry.hagon@ncl.ac.uk	7380
Dr MJ Hall	1.04	m.hall@ncl.ac.uk	7321
Dr IR Hardcastle	3.25	i.r.hardcastle@ncl.ac.uk	6645
Professor A Harriman	G.11	anthony.harriman@ncl.ac.uk	8660
Professor RA Henderson	1.06	r.a.henderson@ncl.ac.uk	6636
Dr LJ Higham	G.27	lee.higham@ncl.ac.uk	5542
Dr BR Horrocks	2.52	b.r.horrocks@ncl.ac.uk	5619
Professor A Houlton	2.53	andrew.houlton@ncl.ac.uk	6262
Dr KJ Izod	1.25	k.j.izod@ncl.ac.uk	7101
Dr JG Knight	3.14	j.g.knight@ncl.ac.uk	7068
Dr Z McMillan	2.18	z.mcmillan@ncl.ac.uk	6924
Professor M North	1.10	michael.north@ncl.ac.uk	7128
Dr AR Pike	2.50	a.r.pike@ncl.ac.uk	7061
Dr EM Tuite	2.44	e.m.tuite@ncl.ac.uk	5523
<b>Staff in other schools who contribute to chemistry modules</b>			
Dr PR Briddon	Merz Ct	patrick.briddon@ncl.ac.uk	7348
Dr JP Goss	Merz Ct	j.p.goss@ncl.ac.uk	7425
Professor KM Thomas	G.17	mark.thomas@ncl.ac.uk	6839
<b>School Administrator</b>			
Miss S Lamb	1.03	samantha.lamb@ncl.ac.uk	7110
<b>Personal Assistant to Head of School</b>			
Mrs I Lamb	1.30	isobel.lamb@ncl.ac.uk	7102
<b>Clerical Officer</b>			
Mrs C Nicoll	1.28	claire.nicoll@ncl.ac.uk	7287
<b>Clerical Assistants</b>			
Mrs M Douglas	1.28	margaret.douglas@ncl.ac.uk	7069
Miss S Green	1.28	susan.green@ncl.ac.uk	7055

**Financial Assistant**

Mrs J Rolfe	1.30	janny.rolfe@ncl.ac.uk	8806
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**Technical Services Manager and School Safety Officer**

Mr A Crawford	2.16	andrew.crawford@ncl.ac.uk	7078
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**Technical Staff**

Miss H Bowden	Synthetic Teaching Laboratory	7080
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Mr J Dyson	Synthetic Teaching Laboratory	7080
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Mr D Jeffrey	Physical Chemistry Laboratory	7080
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Mrs H Mann	Synthetic Teaching Laboratory	7080
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The University telephone number is 0191 222 6000. Please use prefix 0191 222 then extension number.

## COMMITTEES, PERSONAL TUTORS THE BEDSON BUILDING, ETHICS

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### Committees

The Head of School is responsible for all activities within the School. In addition, there are committees which have been set up to facilitate the smooth running of teaching matters.

### Board of Studies

Membership of this board includes academic staff involved in teaching chemistry modules, staff from other subjects who contribute to the programmes, plus some student representatives. Meetings are chaired by the Director of Teaching and Learning (Dr Bleasdale).

### Board of Examiners

Membership of this board includes academic staff involved in examining chemistry modules, staff from other subjects who contribute to the programmes, plus external examiners from other universities. The meetings of this Board are chaired by Dr Knight.

### Staff - Student Committee

Membership of this committee includes a student chairperson, student secretary and one or more staff facilitators. This includes both undergraduate and MSc student representatives. This committee meets twice each semester. Any student may submit items to the Chair or through student or staff representatives. The minutes of the meetings are considered by the Board of Studies (or other committees, as appropriate) and action taken. The Minutes and the response from the Board of Studies are subsequently posted on the Staff - Student Committee notice board.

### Personal tutors

Each student is assigned a personal tutor: for students on single honours Chemistry programmes their tutor will be a member of the Chemistry academic staff.

The role of the tutor is to help and advise his/her tutees as necessary. **Students must see their personal tutor at the start of each semester and at such other times as the tutor may require.** He/she can be consulted at other times: it is advisable to arrange an appointment (eg by e-mail) if possible. Students should talk to his/her tutor about difficulties that may affect their studies or well-being. If the tutor is unavailable the degree programme director or other staff should be consulted.

Students should seek advice from their tutor if they are considering changing modules or degree programme, or if they need to apply for a 'Concession' (see Assessment).

Students should obtain examination results from their tutor.

Tutors will be informed of student absenteeism from staff within Chemistry and outside schools as appropriate, and will follow-up and keep records of such reports. It is therefore essential that students inform their tutor as soon as is reasonable in the event of teaching sessions being missed due to illness or other reasons.

Personal tutors are key points of contact for those outside the University (potential employers, local education authorities etc) and University staff (from the Student

Office, halls of residence, academic schools, etc) who have legitimate cause to enquire about a particular student.

Students who feel it necessary to change their tutor should see the Director of Teaching and Learning (Dr C Bleasdale).

**The Bedson Building**

The Bedson Building houses Chemistry and other subjects. Chemistry students are expected to enter and leave the Building by the Main Entrance.

**Smoking**

Smoking is not permitted in any University premises or grounds at any time, by any person regardless of their status or business in the University.

**Ethics**

Students who are concerned about any ethical considerations whilst studying at Newcastle should see their Degree Programme Director.

## **COMPLAINTS, HELP, FINANCIAL SUPPORT, PROVISION FOR DISABLED STUDENTS, NU:KEM**

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### **Complaints**

In addition to the student-staff committee, students may take up complaints or grievances with the Director of Teaching and Learning (Dr C Bleasdale) regarding teaching matters or the Head of School (Professor Mike Green).

### **Help**

Students requiring help or advice on any matter are advised to consult their personal tutor in the first instance. Other members of Chemistry staff may be able to help if the tutor is not available. Professor Houlton has special responsibility for student welfare. Personnel in the School Office can be contacted on 0191 222 7055 or 0191 222 7069; they will be able to assist in identifying appropriate staff to help. For additional points of contact see pages 50–52 of this handbook.

### **Student Financial Support Schemes**

Posters on the student notice boards outline the financial support schemes that are in operation at the University. Further information can be found at the University's Welfare website at: <http://www.ncl.ac.uk/students/wellbeing/finance/advice/>

### **Provision for Disabled Students**

The University has a Disability Unit which is a centre offering advice, guidance and support for students with disabilities and specific learning difficulties (eg Dyslexia). The unit is headed by the Disability Officer and has a Dyslexia Adviser, Co-ordinator for deaf students and a Technical Support Adviser. The unit has a technical resources room with specialist equipment for the use of students and for assessment purposes. The Disability Unit also provides advice and guidance to all university staff to promote effective disability awareness and support for students. The government provides funds for disabled students through the Disabled Students' Allowance to assist students who, because of their disability, incur extra costs. Advice and help on all aspects of claiming Disabled Students' Allowance can be obtained from the Disability Unit. The University has special examination arrangement for students with disabilities. Further information on provision for students with disabilities can be found in the University's Disability Statement which can be obtained from Anne Scott (Disability Advisor), 1–2 Claremont Terrace, telephone 0191 222 8414 or e-mail [anne.scott@ncl.ac.uk](mailto:anne.scott@ncl.ac.uk) or on the website: <http://www.ncl.ac.uk/students/wellbeing/disability-support/index.htm>. If in doubt seek advice from Dr Bleasdale or Professor Henderson.

### **Nu:Kem**

Students run their own chemical society 'Nu:Kem'. This society organises seminars and social and sports activities. There are representatives from undergraduates and postgraduates on the Nu:Kem committee; for further enquiries see Dr KJ Izod, or refer to the notice board outside the School Office.

### **Safety**

The overall responsibility for safety within the School lies with the Head of School. The day to day administration of safety matters is attended to by the School Safety Officer (Mr A Crawford) and the Deputy Safety Officer (Mr James Dyson).

New undergraduates are issued with a separate Health and Safety booklet which should be read as soon as possible, and the rules in it adhered to (spare copies are available from the School Office; copies for consultation are available in the laboratories during practical classes). Copies of the full Health and Safety book are available for consultation (see School Office). In addition, further health and safety requirements are described in the laboratory manuals.

### **Immunisations**

At present no chemistry (CHY) module involves work with human products (eg blood) which could potentially carry a risk of hepatitis or animals which could pose a risk of tetanus. Students who take courses offered in other subjects will be notified if they are at risk from exposure to hepatitis or tetanus and if immunisation is required or recommended. If in doubt they should contact the degree programme director who will obtain clarification.

### **Expectant and Nursing Mothers**

The University has a code of practice which details restrictions in work practices and advice for expectant and nursing mothers, this is available on the Safety Office website (<http://www.safety.ncl.ac.uk>). Students who are, or who think that they might be pregnant should seek advice from Dr Bleasdale before doing laboratory work.

### **Fire**

If the fire alarm sounds students should leave the building by the nearest signposted exit. If a student discovers a fire, or smells smoke, he/she should sound the alarm and report to the Fire Marshal at the Porter's Lodge. The fire brigade should be called by staff (or student if staff are not available) on 6666 on an internal phone or 999 on a non-university phone).

### **Accidents**

All accidents must be reported: in teaching laboratories the academic member of staff in charge should be told. Students who have observed or been involved in accidents in other parts of the building or other parts of the campus should see the School Safety Officer or other staff.

### **First Aid**

First Aid is available in the Bedson Building. Students should seek assistance from a member of staff if they require First Aid. Lists of staff who have undergone a registered First Aid course ('First Aiders') are posted throughout the Building (eg at the Porter's lodge). Mrs Isobel Lamb (Room 1.30) is a registered first aider and is situated on the first floor.

### **Hazards**

Students should note that practical work in chemistry may involve hazards for which stringent regulations apply. All health and safety instructions must be adhered to: if in doubt – ask. Safety glasses and laboratory coats must be worn in laboratories at all times.

## COMMUNICATIONS, ESSENTIAL EQUIPMENT STUDENT READING/Common Rooms COMPUTING FACILITIES

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### Communications

E-mail is used as a primary method of communication, particularly between staff and their tutees. Each student will be given an email address and regular checks for incoming mail should be made.

**Note that although you may have other email accounts you must use the Student Webmail Service because your email address "@ncl.ac.uk" is the one which the University will use for official and academic communications.**

The undergraduate notice boards, situated outside lecture theatre 3, are also used as primary modes of communication. Notice boards should be checked daily for changes of time/venue of lectures etc. Additional notice boards display information about career opportunities, safety, examination timetables etc.

Messages, in particular for individual students or subgroups, are also left in the student pigeon holes (same corridor as the notice boards). These should be checked regularly.

Students should inform their personal tutor and a member of the clerical staff of changes of address and/or telephone number at the earliest opportunity.

### Essential Equipment

**Stationery:** Pens, pencils, A4 ring binders, wide-ruled paper and a ruler are considered essential materials. A calculator will also be required, but students should note that only the following types may be used in University examinations: Casio fx-82, fx-83, fx-115. Students will require a USB memory stick to store their presentations, reports, CVs etc.

**Laboratory work:** Safety spectacles and laboratory coats are a requirement for all practical work in Chemistry. Students will be issued with these during induction week. Gloves, where required, are provided. Those students allergic to Latex are advised to purchase cotton liners (available from Chemistry Stores) for use with Latex gloves. Laboratory coats and gloves must not be worn outside the laboratory.

### Student Reading / Common Rooms

A Common Room is situated in the Basement outside the Alec Campbell lecture theatre (LT1). A student common room is situated on floor 1 (follow the corridor beyond lecture theatre 3).

### Computing Facilities

#### *Teaching and Cluster Rooms*

There are about 40 Clusters of PCs (total: c.1300 PCs), each providing (a) a teaching facility and (b) a place for students to carry out their work when not in use for teaching. Two of the largest Cluster Rooms (Old Library, and Robinson Library) are never used for teaching; these are probably the best-known rooms on campus.

#### *Computing Clusters*

ISS provides and supports a number of computing clusters across the campus and in certain halls of residence. Cluster facilities are provided for all members of the University to support academic activity.

All of our clusters run a core set of software, suitable for most academic uses. We also provide a number of specialist applications in certain clusters to support additional teaching requirements of some courses.

We provide a number of clusters which are open for extended hours, however if you are not able to get to a cluster, you can still remotely access your filestore and many common desktop applications via RAS.

### ***Bedson Building***

The entrance to the Bedson 24 hour cluster (Side and Moor) is on the north eastern side of the building with level access from Queen Victoria Road.

Access to the Chart cluster is via the Bedson Teaching Centre entrance. This is on the third floor and can be reached via a lift with braille and audio.

This building contains the following cluster rooms:

***Room: 3.30***

Chart Cluster

***Room: Bedson 24 Hour***

Side Cluster

Moor Cluster

Adviser Hours: There are no adviser facilities for clusters in this building. Please contact Helpline on extension 5999 if assistance is needed.

Opening Hours: Mon – Fri: 9am to 4.45 pm.

Accessibility: Very Good

**PERSONAL DEVELOPMENT PLANNING,  
THE CAREERS SERVICE,  
WRITING DEVELOPMENT CENTRE,  
MATHS AID, STUDENTS INTO SCHOOLS, SCAN**

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### **Personal Development Planning**

Personal Development Planning From September 2005 you will be able to make use of a personal development planner tool (known 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 to 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.

Further information can be found at: <http://www.ncl.ac.uk/quilt/pdp>

For information on the RSC Undergraduate Skills Record see:  
[http://www.rsc.org/images/USR\\_tcm18-41054.pdf](http://www.rsc.org/images/USR_tcm18-41054.pdf)

### **Careers Service**

Whatever your ambitions, values, degree subject or stage, the Careers Service exists to help you make the most of your unique skills and experiences. Whether that is a graduate career, going on to further study or starting your own business, we offer a range of support to help you realise your potential while you are studying and for up to two years after you have graduated.

We offer you:

- Information on occupations and employers
- Advice on working life during and after your degree
- Business start-up resources

We can help you with:

- Working out what to do next
- Gaining enterprise, entrepreneurial and employability skills
- Getting professional experience
- Building up your contacts and networks
- Developing your business ideas and getting them off the ground
- Marketing yourself
- Finding graduate vacancies and postgraduate courses

Find us at:

2<sup>nd</sup> Floor Armstrong Building  
10am–5pm Mon–Thurs; 10am–4:30pm Fri; Term–time and Vacations  
Tel: 0191 222 7748  
Fax: 0191 222 7780  
E–mail: [careers@ncl.ac.uk](mailto:careers@ncl.ac.uk)  
Web: <http://www.careers.ncl.ac.uk>

## Writing Development Centre

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

- understanding assignment and examination questions
- planning, structuring and revising assignments
- learning from feedback on previous 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
- writing CVs and cover letters

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. To find out more about these sessions, please visit 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 requirements:

- You have been exempted from language testing
- You have attained a mark of 70 or over in the UELA writing assessment
- You are a continuing student who has attended INTO In-Sessional English classes in previous years

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 provision in the first instance.

Find us at:

Location: Level 2, Robinson Library  
Website: <http://www.ncl.ac.uk/students/wdc/>

E-mail: wdc@ncl.ac.uk  
Telephone: 0191 222 5650  
Monday to Thursday – 1:00 to 4:30pm  
Friday – 10:00am to 12:00 noon

### **Maths-aid**

Maths-aid provides workshops and a drop-in centre to help with learning mathematics. The drop-in centre is based in Room 325 of the Robinson Library and is manned by tutors from 11am to 3pm weekdays during semesters.

### **Students into Schools**

Students may be able to choose from a suite of work-related modules:

- Students into Schools – Student Tutoring (Schools, Colleges, Community), Student Management;
- Learning from Work (Newcastle University);
- Peer Mentoring of other students (Mentoring Theory and Practice)(Newcastle University);
- SCAN Student Volunteering (Newcastle University).

Students interested should discuss with their Tutor. For further information, contact the Careers Services 0191 2227748 <http://www.ncl.ac.uk/careers/develop/cdm.php> or email [sis@ncl.ac.uk](mailto:sis@ncl.ac.uk)

### **SCAN Volunteer Module**

SCAN exists to serve the community by integrating students at Newcastle University within quality volunteering projects. If you are a registered SCAN Volunteer, you can access a wide range of training courses that are run. There is also the opportunity to take part in external training courses for further information contact <http://www.unionsociety.co.uk/scan/>

### Essential Texts

Books recommended as reading material for specific modules are listed under the 'Reading References' section of the module descriptors. The following books are regarded as providing essential support for the degree programmes indicated:

#### All Chemistry degree programmes

Studying Science – A Guide to Undergraduate Success by Pauline Millican and John Heritage.

#### **Inorganic Chemistry**

Stages 1, 2, 3 and 4

'Inorganic Chemistry', CE Housecroft and AG Sharpe, Pearson Higher Education, 2005, 2nd edition.

Stages 2, 3 and 4

'Chemistry of the Elements', NN Greenwood and A Earnshaw, Butterworth–Heinemann, 1997, 2nd edition.

#### **Organic Chemistry**

Stages 1, 2, 3

'Organic Chemistry', J Clayden, N Greeves, S Warren and P Wothers, Oxford University Press, 2001.

Stages 2, 3

'Spectroscopic Methods in Organic Chemistry', DL Williams and I Fleming, McGraw–Hill, 2007, 6th edition.

#### **Physical Chemistry**

Stage 1

'The Elements of Physical Chemistry', PW Atkins, Oxford University Press, 4th Edn, 2005.

Stages 2, 3

'Physical Chemistry', PW Atkins, Oxford University Press, 1998.

'Principles of Physical Chemistry', H Kuhn and HD Forsterling, John Wiley, 1999.

#### Chemistry with Medicinal Chemistry

As above, plus

'Biochemistry', D Voet and J Voet, John Wiley, 1995, 2nd edition.

OR

'Biochemistry', L Stryer, WH Freeman, 1999, 4th edition.

## DEGREE PROGRAMMES

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**The following honours degree programmes are offered:** Degree Programme  
Director  
Professor RA Henderson

F100 Chemistry  
3 year BSc

F102 Chemistry with Industrial Training  
4 year BSc. Year in industry between stages 2 and 3

F103 Chemistry  
4 year MChem

F106 Chemistry with Industrial Training  
4 year MChem. Stage 3 in industry

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F151 Chemistry with Medicinal Chemistry  
3 year BSc

F122 Chemistry with Medicinal Chemistry with Industrial Training  
4 year BSc. Year in industry between stages 2 and 3

F123 Chemistry with Medicinal Chemistry  
4 year MChem

F124 Chemistry with Medicinal Chemistry with Industrial Training  
4 year MChem. Stage 3 in industry

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F107 Chemistry with Study in Europe  
4 year MChem. Stage 3 in Europe

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F105 Chemistry with Study in North America  
4 year MChem. Stage 3 in North America

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F1N2 Chemistry with Management  
3 year BSc

## AIMS AND OBJECTIVES: CHEMISTRY PROGRAMMES

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### BSc Degree Programmes Aims

The **aims** of the degree programmes are to enthuse students to chemistry by educating them with a thorough understanding of organic, inorganic and physical chemistry, including importance and sustainability of the chemical sciences in an industrial, academic, economic, environmental and social context; to demonstrate how chemical principles can be applied to processes and systems; to provide training in problem solving, communication skills, numeracy and information technology; to equip students with skills that enable them to pursue careers in chemistry, chemistry-related disciplines or other professions, and to develop students' practical skills including assessing risks so they can work in the laboratory safely.

Additional **aims** of these degree programmes are:

#### **Chemistry with Medicinal Chemistry**

To educate students with a thorough understanding of the essential principles and applications of medicinal and biological chemistry and to equip students with skills to enable them to pursue careers in medicinal-, pharmaceutical- and biochemical-related disciplines.

#### **Chemistry with Study in Europe**

To provide training in French, German or Spanish and to enable students to appreciate and gain knowledge of the French, German or Spanish culture.

#### **Chemistry with Study in North America**

To provide students with the opportunity to study chemistry for one year at, and experience the culture of, a prestigious university in North America.

#### **Chemistry with Management**

To educate students with an understanding of management practices as well as a thorough understanding of organic, inorganic and physical chemistry.

#### **Degree programmes with industrial training**

To provide the opportunity for students to apply their skills in an industrial environment and to equip students with skills that enable them to pursue careers in chemistry, chemistry research, chemistry-related disciplines or other professions.

### MChem Degree Programmes Aims

To enthuse students to chemistry by educating them with a thorough understanding of organic, inorganic and physical chemistry, including importance and sustainability of the chemical sciences in an industrial, academic, economic, environmental and social context; to demonstrate how chemical principles can be applied to processes and systems; to equip students with the skills to do research at both experimental and theoretical levels through extended comprehension of key chemical concepts and in-depth understanding of specialised areas; to provide training in problem solving, communication skills, numeracy and information technology; to apply methodology to the solution of unfamiliar problems; to equip students with skills that enable them to pursue careers in chemistry, chemistry-related disciplines or other professions, including critical awareness of recent advances in the chemical sciences; to develop students' practical skills including assessing risks so they can work in the laboratory safely.

### Objectives

In order to achieve these aims, the **objectives of all these degree programmes** are:

- to provide a learning environment where all students can develop and progress;
- to equip students with a knowledge of the fundamental aspects of chemistry in accordance with the accrediting professional institution, The Royal Society of Chemistry (RSC);
- to use examples of chemistry at research level to illustrate and reinforce basic concepts;
- to provide experience and familiarity with a wide range of experimental techniques and their safe application;
- to provide opportunities for students to acquire knowledge in other subjects depending on ability and interest;
- to provide students with the cognitive skills associated with organising, interpreting analysing and evaluating chemical information, particularly in laboratory classes and research projects.
- to develop core transferable skills: communication skills are developed both through tutorials and laboratory reports and through a specific stage 2 'Group Assignment in Chemistry or Medicinal Chemistry' module which also emphasises teamwork. Problem solving is developed throughout the course and in specific stage 3 'Problem Solving' modules. Problem solving is further developed, through a stage 4 project for MChem students and an advanced problem solving module.
- to develop personal skills: time management and self organisation skills are developed through the experience of independent learning. Laboratory work provides particular opportunities to develop and practise these skills. Specific coaching in presentation skills is associated with both the Group Assignment and the presentation of the stage 3 advanced practical and communicating chemistry project.
- To embed information literacy skills into stage 1, 2 and 3 modules and to develop these in stage 4 to better prepare students for research work.

Additional **objectives** of the particular degree programmes are:

#### **Chemistry with Medicinal Chemistry**

- to educate students with the principles of medicinal and biological chemistry.

#### **Chemistry with Study in Europe**

- to provide experience of living and working in France/Germany/Spain;
- to provide students with the opportunity to learn French/German/Spanish to an advanced level.

#### **Chemistry with Study in North America**

- to provide experience of studying in a North American university

#### **Chemistry with Management**

- to educate students with the background of modern industry and business

#### **Degree programmes with industrial training**

- to provide work experience in a chemistry-related industry

**MChem degree programmes**

- to educate students with advanced chemical topics
- to introduce students to research in a specific area of chemistry

## **INDUSTRIAL TRAINING YEAR (BSc PROGRAMMES)**

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Students registered for the F102 and F122 degree programmes spend a year between stages 2 and 3 in an industrial placement. The School helps to obtain suitable placements and continues to provide support during the year.

### **Qualifying for the Industrial Training Year**

To qualify for this option students should normally have passed Chemistry Stage 2 modules.

### **Requirements during the Industrial Training Year**

Prior to starting their 'year out' students are expected to participate in a workshop to help prepare them for their Industrial Training Year. This workshop will be held after the Semester 2 examinations and before the end of term.

### **Fees during the Industrial Training Year**

During the year, students continue to be registered students of the university and continue to be regarded as university students by their local education authorities. Therefore, continuing students are liable for a contribution to university fees; this is currently 25% of the top up fee (£805 for 2010/2011).

### **Further Information**

For further information on the Industrial Placement Year students should talk to Dr JG Knight, or their Degree Programme Director or the Director of Teaching and Learning. A placement year handbook is available from the School Office.

## **INDUSTRIAL TRAINING YEAR (MChem PROGRAMMES)**

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Students registered for F106 and F124 spend Stage 3 on an Industrial placement. Staff in chemistry help to arrange suitable placements and continue to provide support during the year. Students take 40 credits of taught modules which are delivered by distance learning. During the placement students do a project which contributes 80 credits. Assessment of the project is undertaken at the placement company during a visit made by a member of academic staff in May. Since 2008 students have participated in placements at AstraZeneca, Corus, ICI, GlaxoSmithKline, Nalco, Piramal, Pfizer, and Sellafield.

### **Qualifying for the Industrial Placement Year**

To qualify for this option students should meet the requirements of the other MChem programmes (see Progression with the MChem). Students who secure a placement but fail to achieve an average mark of 55 in their stage 2 examinations will normally be transferred from the MChem to the BSc Honours with Industrial Training. Placements are subject to availability and selection following interview by the company concerned. Students who are not unsuccessful in obtaining a placement, will be transferred to the corresponding MChem degree with all stages at Newcastle.

### **Requirements during the Industrial Placement Year**

Prior to starting their 'year out' students are expected to participate in a workshop to help prepare them for their Industrial Placement Year. This workshop will be held after the Semester 2 examinations and before the end of term.

### **Fees during the Industrial Placement Year**

During the year, students continue to be registered students of the university and continue to be regarded as university students by their local education authorities. Therefore, continuing students are liable for a contribution to university fees; this is currently 25% of the top up fee (£805 for 2010/2011).

### **Further Information**

For further information on the Industrial Placement Year students should talk to Dr JG Knight, or their Degree Programme Director or the Director of Teaching and Learning. A placement year handbook is available from the School Office.

## CHEMISTRY WITH STUDY IN NORTH AMERICA

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This four year degree course involves spending one whole academic year (Stage 3) in a North American university. The students on this programme study equivalent chemistry subjects to the MChem degree at Newcastle and live and study at a university in the United States or Canada. Universities include the University of Vermont and provisionally The Kansas State University in the United States. In recent years our students have attended the University of Waterloo in Canada from early September until June the following year.

### **Qualifying for the study in North America**

Students on this programme need to apply to North American universities before the semester 1 examination period, consequently a provisional decision on the basis of their stage 1 marks will be made. It is expected that students should normally achieve at least 60.0 in Stage 1 chemistry.

### **Requirements during the Placement Year**

During Induction week of Stage 2 those students eligible to go to America will have a meeting with the Degree Programme Director and Liaison Officer who will explain what forms need to be completed and the deadlines. It is the student's responsibility to complete the necessary application form in time but staff will be available to help. Whilst on the placement a research project is undertaken which is supervised and organised by a member of staff at the American university. This gives the students the opportunity to study an area of chemistry which is not the subject of active research in Newcastle. The project is assessed by the host university. Dr AC Benniston and Liaison Officer will email students throughout their stay in America and will try to visit each student during their study in America

A defined programme of study is followed which mirrors the course in Newcastle and is made up of lecture courses delivered by distance learning (CHY3105 and CHY3305) and a project. Further information about the distance learning modules is provided in the placement handbook. Chemistry is an international subject with many major companies having research and manufacturing facilities in North America. Graduates from this course may find employment in the chemical industry but are also well qualified to pursue a higher degree (eg PhD).

### **Fees during the Placement Year**

During the year, students continue to be registered students of the university and continue to be regarded as university students by their local education authorities. Therefore, continuing students are liable for a contribution to university fees; this is currently £640 for students who registered in 2005 or before and 25% of the top up fee for those registering after 2006 £805. for 2009/2010

### **International Office**

The International Office at Newcastle University will keep in touch with students throughout their stay in America. They will also help organise the selection of which university the students go to, the courses to be studied in America and supply the students with the application forms and assist in the application for visas etc. The International office will meet with all students before they go to their placement. A placement handbook is available from the School Office.

## CHEMISTRY WITH STUDY IN EUROPE

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These 4 year degree courses involve spending one whole academic year (stage 3) in a mainland European university under the auspices of the ERASMUS programme funded by the European Community. Currently we have agreements with Innsbruck (Austria), Versailles, Strasbourg (France), Göttingen (Germany), Alicante and Santiago de Compostela (Spain). Typically, the student attends the host university from late September until June the following year. As the ERASMUS programme is reciprocal, a number of undergraduates from mainland Europe will spend time in Chemistry during this academic year. Chemistry is an international subject and major chemical companies have manufacturing and marketing bases across Europe and the world. Graduates from this course are likely to readily find employment in the European chemical industry, but will also be well qualified to read for a higher degree (eg PhD).

### **Qualifying for study in Europe**

It is expected that students should normally achieve at least 55.0 in stage 1 chemistry and should have passed Inorganic, Organic, Physical and Structural Chemistry Stage 2 modules, and normally with at least a 55.0 overall mark.

### **Requirements during the Placement Year**

During Induction week of Stage 2 those students eligible to go to Europe will have a meeting with the Placement Organiser and the Liaison Officer who will explain what forms need to be completed and the deadlines. A defined programme of study is followed and includes a research project as a major component, as well as further language training and attendance at selected lecture courses.

### **Fees during the Placement Year**

The student receives a grant from the EC to help with the additional costs of study abroad. During the year, students continue to be registered students of the university and continue to be regarded as university students by their local education authorities. Therefore, continuing students are liable for a contribution to university fees; this is currently 25% of the top up fee, £805 for 2010/2011)

### **International Office**

The International Office at Newcastle University will keep in touch with students throughout their stay in Europe. They will also help organise the selection of which university the students go to, the courses to be studied in Europe and supply the students with the application forms and assist in the application for visas etc. The International office will meet with all students before they go to their placement.

The Placement Organiser and Liaison Officer will email students and will try to visit each student during their study in Europe.

An ERASMUS and European Studies placement handbook is available from the School Office.

## **JOINT HONOURS**

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Students registered for the Joint Honours programme in Chemistry with Biology will receive a separate Handbook. In addition they should consult this Handbook for details about modules and for general information.

The Joint Honours adviser in Chemistry is Dr Bleasdale, her Deputy is Dr EM Tuite

## TEACHING ARRANGEMENTS

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### University Regulations

The full Undergraduate Progress Regulations and the Undergraduate Examination Conventions are published by the University: copies of these may be consulted in the Registrar's Office, the University Library or by discussion with tutors a URL link is available from the Examinations website. The Examinations conventions can be viewed at <http://www.ncl.ac.uk/examinations/>. The sections 'Teaching Arrangements' and 'Assessment' which follow summarise aspects of the Regulations in a student-friendly way and also incorporate rules, procedures and guidance for Chemistry students. This is not a legal version of the University Regulations, the latter take precedence in any perceived conflict of meaning.

**Programme Specifications** are available on the Newcastle University website, <http://www.ncl.ac.uk/regulations/specs/>. Printed copies are available from the School Office.

**Module Outline forms** are available from <http://www.ncl.ac.uk/internal/module-catalogue/>

**Subject Benchmarks for Chemistry** can be viewed at <http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp>

### Modules and Semesters

A semester is half an academic year. There are 12 teaching weeks in both semester 1 and 2. Dates for terms and semesters, including deadlines for submission of in-course assessments, are given in the Year Overviews.

A module is a unit of study. The size of the module is indicated by its credit value and students take 120 credits per stage (10 credits formally equates to 100 hours of student work). Ideally, this is 60 credits per semester, but other distributions up to 50:70 or 70:50 are permissible.

Descriptions of modules offered in Chemistry at stages 1, 2, 3 and 4 are given in this Handbook. The descriptions also give the number of ECTS credits to facilitate exchanges with partner universities across Europe.

### Change of modules

Students wishing to change modules should obtain the appropriate form from the clerical staff or DPD and complete this with the help of their tutor who must sign the form. **The change must be approved by the appropriate Degree Programme Director (DPD).** The student should see Dr JG Knight so that he can work out any consequent changes in tutorial groups or laboratory class allocation. Students are not permitted to make their own arrangements for tutorials or laboratory classes directly.

### Change of degree programme

Those wishing to change degree programmes must obtain written permission from the relevant DPD. Forms are available from Professor Henderson or the School Office.

### Induction week

The first week of term 1 is designated induction week. Sessions are provided to inform students about central (University) facilities such as computing, careers and libraries as well as aspects of the chemistry courses. Timetables detailing the induction programme for each stage are provided during registration.

### Teaching in the last week of semesters 1 and 2

Although no formal University policy exists on this matter, all Boards of Studies are fully aware of the need to give students a breathing space for revision and assimilation of material between the end of teaching and the start of exams. Whilst Chemistry

teaching may continue in the last teaching week of each semester, these weeks will primarily be used for revision.

### **Teaching methods**

A variety of teaching methods are used by staff to achieve the objectives of the degree programmes. **All scheduled teaching sessions are compulsory** unless specified otherwise. Attendance records are kept and tutors informed of absenteeism (see Attendance). Students are expected to remain in residence for the duration of all University terms. Students should be punctual for all teaching sessions.

### **Lectures**

Lectures start at five minutes past the hour and finish five minutes to the hour. They are used to convey information. Normally the lecturer will use visual aids such as overhead projection and blackboards to facilitate this. In addition it is common practice for the lecturer to provide handouts and/or material on the web. Staff will often ask questions during lectures and an interactive audience is beneficial to the learning process. The number of lectures associated with a module is provided in this Handbook; these numbers should only be taken as a guide; staff will inform classes if changes are needed. Titles which roughly approximate to the material to be covered are given in the module descriptors in this Handbook: in some cases changes may become necessary. Staff would prefer their attention to be drawn to problems early on in a lecture course so that remedial action can be taken.

### **Seminars**

Lecture material is reinforced in seminars. Students are advised to inform lecturers of aspects of the course that they feel need further explanation in advance of seminar sessions.

### **Tutorials with Personal Tutor**

First year students are required to attend for tutorials with their personal tutor as requested.

### **Tutorials**

These are less formal than lectures or seminars and enable staff to go over problems given out in lectures or previous tutorials and to discuss difficulties that the students are encountering. Tutorials involve small groups of students (usually 10–15 students). Active student participation is fundamental to the tutorial method of learning. Tutorials are provided for some stage 1 and 2 modules (see the module descriptions in this Handbook). Students may approach staff to ask for additional tutorial support if necessary.

### **Practical classes**

Laboratory work is an essential component of the chemistry course. It is often used to illustrate and reinforce some of the material covered in lectures, but its main purpose is to train students in good experimental technique across the breadth of fundamental chemistry. Laboratory manuals are provided and these outline the precise requirements for the course. Students are only permitted to work in teaching laboratories at the designated times when adequate supervision is provided (see laboratory manuals or project supervisor for stage 4 projects). Detailed safety information is given in the laboratory manuals, as are the requirements for the handing in of reports. Further information pertaining to laboratory work is given in the handbook for laboratory organisers which is appended to this handbook. Laboratories are situated as follows:

***Inorganic and Organic teaching laboratory:*** Bedson Building Room 2.20

***Physical teaching laboratory:*** Bedson Building Room 2.01.

### **Private study**

Private study is a crucial part of each degree programme. Students should read lecture notes whilst they are fresh, endeavour to complete tutorial work and hand this

in as requested, and familiarise themselves with the experiments they are to do in good time. In addition, some modules focus on private study, where students are expected to survey the literature, use computer programmes and undertake group work with fellow students.

### **Feedback**

Staff will give feedback following assessed coursework within 4 term weeks. This feedback may be in the following forms: written, verbal, in lectures/tutorials/seminars/labs or as a workshop. In unforeseen circumstances it may be necessary to extend the timing of feedback and students will be informed if this is the case. Assessment and feedback dates will be placed on the stage notice boards.

### **Key skills**

Key skills, such as problem solving, communication, teamwork, planning and organising, are taught, practised and assessed throughout the degree programmes.

### **Study skills**

Study skills are the techniques you need to help you to learn effectively whilst you are here at university. A wide range of resources is available to help you to improve your study skills. There is a small but growing collection of study skills resources in the Robinson Library. The collection is located on Level 4 near the education bookstock at the shelfmark STUDY 371.30281. For up to date information on the collection and links to other resources within the University and elsewhere, follow the links from the Library Home Page <http://www.ncl.ac.uk/library>. An online study skills tutorial produced by Glasgow University is also available from the Library Home Page via the Information Skills Tutorials link <http://www.ncl.ac.uk/library/teaching/stan/>.

### **Module Review**

At the end of each module students will be asked questions during a lecture using wireless keypads, the SRS system (Student Response System) which gathers information electronically. This enables student opinion to be taken into account in planning and executing future courses. The information gathered is anonymous and will be considered by the module team. Each stage of the degree programmes is reviewed by the Board of Studies and students are given feedback about the outcomes during induction week. In addition the module report forms can be viewed on the school website.

### **Teaching Material on the web (Blackboard)**

Blackboard is a Managed Learning Environment system that works across a network as a "virtual classroom". Blackboard is server software that allows tutors and their students to share learning materials on the Web, communicate and collaborate, and evaluate and measure student progress. University teaching staff use a variety of methods to facilitate the learning experience. While some choose to use Blackboard, many do not. Students should not expect lecture material to appear on Blackboard and should ask the individual lecturers if there is any doubt. Once registered on a module, you can use Blackboard to access the materials you need as well as to communicate with other students. Not all teaching material is placed on blackboard. In some instances the material on the Blackboard may differ from that presented in lectures and seminars: the definitive version of the lecture course is that presented in lectures.

### **Volunteers for UCAS Open Days**

The School has a team of volunteers who attend UCAS Open Days (every Thursday and some Tuesdays during November to March) to chat to applicants who are looking to take up Chemistry. Lunch is provided and some monetary reward is available. Please contact the School office for further details.

## **ATTENDANCE AND ABSENCE**

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Chemistry staff regard all formal teaching sessions as compulsory. However, it is accepted that there will be occasions when a student is unable to attend classes due to illness or other personal circumstances. In such cases the student should inform their tutor as soon as is reasonably practicable. If their tutor is unobtainable, staff in the School Office (tel: 0191 2227055 and 0191 2227069) should be contacted.

### **Procedures to be followed in the event of absence which is NOT due to illness**

Upon returning to the University following an absence of a day or more and following any absence which results in practical classes or in-course assessment being missed, students should complete a Student Absence Form (available from the School Office), see Appendix 1, and return this to the School Office. This is in addition to notifying his/her tutor and laboratory class organiser (where appropriate).

If a student is absent from one or more assessed components of a module their absence form should be accompanied by suitable supporting evidence (e.g. a doctor's note, an invitation to interview, etc.). For more information on absence forms and related matters please see the section headed "If things go wrong".

### **Procedures to be followed in the event of illness lasting LESS than three working days**

As above

### **Procedures to be followed in the event of illness lasting MORE than three working days**

- 1 Where illness prevents a student from studying for more than 3 working days they should obtain a 'Self-Certification of Illness' form from the School Office. They should complete the form and the accompanying absence form and return these to the School Office as soon as they are able to return to their studies. Where students have missed an assessed component of a module, the absence form should be accompanied by suitable supporting evidence (see above).
- 2 If illness prevents the student from studying for more than 7 working days, they should obtain a medical certificate from their General Practitioner (Doctor) as soon as possible and submit this with their absence form.
- 3 Where illness prevents a student from meeting coursework deadlines they should inform the appropriate Module Leader or laboratory course organiser at the earliest opportunity. For more information and guidance on what to do in these circumstances, please see the following section (Late Submission of Work Policy).
- 4 If a student is reluctant for full details of an illness to be known they may provide a confidential letter in a sealed envelope marked 'for the chairman's eyes only' to the Chairman of the Scrutiny Committee or the Chairman of a Concessions Committee. In such cases the student should consult Dr Knight or Dr Bleasdale regarding who the letter should be addressed to.

## LATE SUBMISSION OF WORK POLICY

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It is vitally important for your academic career that you adhere to submission deadlines for all of your assessed work. You will be informed of your assessment and submission deadlines well in advance (in this Handbook or during lectures), and should try to plan your work to ensure submission BEFORE the final deadline. However, there may be occasions when you need to ask for an extension due to illness or other unfortunate circumstances. In order to make sure that all students are treated consistently, the University has a Policy on the Late Submission of Assessed Work.

The key points of the Policy are:

Late submission 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**, as per the relevant University Regulations.

A piece of work is regarded as late if it is not submitted by the published deadline (time and date) for the assessment in question. The period of late submission thereafter will be for a maximum of 7 days if no extension is granted after which the mark awarded for the piece of work will be zero.

Extensions will only normally be granted in the following situations:

- Debilitating personal illness supported by a medical certificate
- Serious illness or death of a close relative
- Participation in a University-approved scheme for which strict guidelines for extensions/extra time will be issued
- In the case of part-time or work-based students, unplanned and unavoidable work commitments

If a student has a legitimate reason that makes them unable to submit a piece of summative assessed work by the published deadline, a University Extension Request Form (together with supporting evidence) must be submitted, in advance of the assessment deadline if at all possible. An extension request form will not be accepted more than 7 days after the original assessment deadline.

The Extension Request Form is available from <http://www.ncl.ac.uk/students/progress/assets/documents/Extension-Request-Form.doc> or from the School Office.

You must submit your Extension Request form to the School of Chemistry School Office Room 1.28.

Where an extension request is based upon absence from the University for which the student must self-certificate, the maximum extension granted will be seven calendar days which is the current limit of self-certification prescribed by the NHS. A revised submission date will not exclude vacations.

The maximum allowable extension for Undergraduate programmes will be 14 days, beyond which a concession would be required. For Postgraduate programmes the maximum allowable extension will be 3 months after which a concession must be sought. The length of extension granted will vary according to individual circumstances and may be much less than the possible maximum.

The full University Policy on the Late Submission of Work is available from [http://www.ncl.ac.uk/aqss/qsh/examinations\\_and\\_assessment/](http://www.ncl.ac.uk/aqss/qsh/examinations_and_assessment/)  
[http://www.ncl.ac.uk/aqss/qsh/examinations\\_and\\_assessment/late\\_submission.pdf](http://www.ncl.ac.uk/aqss/qsh/examinations_and_assessment/late_submission.pdf)  
**See also Academic Concessions**

**Absence from Examinations  
If things go wrong**

## IF THINGS GO WRONG

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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 DPD or School, but others will be referred to a central point within the University.

**Absence** forms should be completed for every instance where you were absent from a scheduled activity (a lecture, tutorial, practical, etc.). It is particularly important that you submit an absence form if the activity you missed carries a mark (e.g. a practical, an in-course assessment or a mid-semester assessment), so that appropriate allowance can be made. If you have missed any form of assessment then the absence form should be accompanied by supporting evidence (e.g. a doctor's note, an invitation to an interview, etc.). If you are absent from a formal University (i.e. end of semester) exam you should **also** fill out a PCAP form (see below).

A **PCAP (Personal Circumstances Affected Performance)** is the most effective way of communicating your circumstances to the people considering your marks at the end of the Semester/Year. This form enables you to communicate with the Board of Examiners in order to highlight any personal or medical problems that may have affected your performance. You must submit your PCAP form to the School office at the earliest possible opportunity – *PCAP forms submitted later than one week after the end of the examination period in each semester will not be considered*. A PCAP form cannot change a mark, but the Board of Examiners may use it as a justification for the use of discretion in your case. Such discretion may involve:

- Support by the Board for a Concession Application to allow you to resit your exams as first attempts (see *concessions* below).
- Support by the Board for a Concession for you to repeat the year with complete set-aside of marks (see *concessions* below).
- For final year students, consideration for the award of a different degree classification.

PCAP forms should be completed in the following circumstances:

- If you have missed a *formal* University examination (i.e. an examination held at the end of a Semester) or if your performance in one or more such examinations may have been affected by illness or other personal circumstances.
- If you have a long term medical condition or other personal circumstances (e.g. family problems) that may have affected your studies over a significant period.

*Some examples:*

*“I broke my arm mid-way through the Semester. My arm was in plaster for four weeks and the injury caused me significant discomfort throughout this period and so I found it difficult to study and to revise for my exams”*

*“The night before my examination, there was a burst pipe in my flat. I 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 had 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.”*

*“My mother fell ill the week before the exams and was taken into intensive care. I returned home to support her. Although she is now well, I believe that these circumstances significantly affected my preparation for the exams.”*

*“I suffer from XX (a long-term medical condition) and this has seriously affected my ability to study throughout the first/second semester/year.”*

You should note that **all** PCAP forms **must** be accompanied by some form of supporting evidence. This may be a doctor's note, a police report/incident number, a supporting statement by you or a parent, etc.. A small group of staff from the School (Scrutiny Committee) meets once at the end of each semester (and also just after the August resit examinations) to consider any PCAP forms which have been submitted. Only this group will be aware of your circumstances – they are confidential and are not discussed at the Board of Examiners; however, if you do not wish your circumstances to be known to Scrutiny Committee, you may submit your PCAP and supporting evidence in a clearly marked, sealed envelope marked “for the attention of the Chair of the Board of Examiners only”.

When filling out a PCAP form you should make sure that you provide as much information as possible and that you are clear about what aspect of your studies (e.g. particular exams/labs/modules/semesters) has been affected, or which exams you have missed/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 repeat a year, without the regular ‘resit’ penalty; allow a student to sit an examination at a different time; or allow a student to have an unusual split of modules. Concessions are considered by an independent University committee and not by individual Schools – although the forms must be submitted on your behalf via your tutor; please note that it is your responsibility to make your tutor aware that you wish him/her to make a concession application on your behalf).

**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 an exam as a first attempt. This is different to taking a resit, as the mark will not be ‘capped’ at a maximum of a pass, instead your actual mark will count. Concessions are considered by the University Concessions Committee (UCC) and are evidence-based, so, if your concession application has a medical basis, a note from your GP is essential (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. Your school will include this detail in your concession application as UCC will need to know that you did make contact, rather than just failing to attend.

Sometimes it might be appropriate to use both PCAP and Concession forms – see your tutor or DPD further advice.

### **Delegated Powers**

There are certain things that are within the **DPDs' powers** to grant – however these are not concessions as they are covered by University regulations or policy. Examples of DPD powers are short deadline extensions, amendment to module choices, transfers to other programmes, leaves of absence. Further information can be sought from your DPD.

### **What if I fail some modules? What now?**

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 resit, which usually takes place in August. Occasionally you will be able to go into the next year and 'carry' a failed module (no more than 20 credits of non-core). 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. Every student is different so you will need to seek advice from your tutor after the Board of Examiners meeting.

## ACADEMIC CONCESSIONS

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### Academic Concessions

Extensions to submission deadlines for student coursework are considered by the Degree Programme Director or Director of Teaching and Learning. (see also '**Late Submission of Assessed Work**', '**When Things Go Wrong**' and '**Attendance and Absence**').

All requests that relate to University examinations, or for considerable extensions to deadlines, must go to the University Concessions Committee. Applications (eg for a resit examination to count as a first attempt) require the completion of a Concessions Application Form (available from tutors or DPD) and supported by further documentation as appropriate (see also '**Absence from Examinations**').