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The information contained in this handbook is correct at the time of publication: September 2016.
Should there appear to be any conflict between the handbook and the General Regulations, Examination Conventions and Degree Programme Regulations given in the University Calendar, then the latter shall prevail.
The University reserves the right at any time to change or withdraw any course or module, to limit transfers between courses or choice of course or choice of modules. Options or alternatives within courses or modules may not necessarily be available in any particular year. Changes to timetabling and assignment hand in dates may be subject to change.

Chemical Engineering at Newcastle was established in 1954, and has undergone many cycles of change. The formation of the School of Chemical Engineering and Advanced Materials in 2002 reflects the evolution in the field. It consolidates Newcastle's status as the regional centre for education and research in the discipline. The expansion of our internationally renowned research groups is pushing the frontiers of Chemical Engineering science and technology.

Newcastle University has a strong relationship with the Institute of Chemical Engineers (IChemE) through our course accreditation and would urge all students to join IChemE Student Membership. More details about membership benefits and how to join will be presented during your Welcome Week and can be found at www.ichemeoncampus.org
WELCOME TO THE SCHOOL OF CHEMICAL ENGINEERING AND ADVANCED MATERIALS
AT NEWCASTLE UNIVERSITY

On behalf of the School of Chemical Engineering and Advanced Materials academic, administrative, computing and technical staff, I would like to extend a very warm welcome to all new students as you commence your studies.

You will find that chemical engineering is a very challenging degree, in terms of workload and intellectual challenge, but you will also find that it is a fascinating subject, leading to a broad range of worthy careers. Newcastle graduates are currently involved in producing the food, medicines, energy, chemicals and materials that we use every day. You will be doing the same one day!

To those students returning to continue with their studies, welcome back. Keep up the good work! We are all looking forward to working with you throughout the academic year.
I wish you all a very successful year.

Professor Adam Harvey (Acting Head of School)

If you need help or have any queries, you should contact your Personal Tutor or call in to the School Office (3rd Floor, Merz Court) where the staff will always be pleased to assist you or point you in the right direction.
# Section A: Introductory Information

## 1. Key Contacts

<table>
<thead>
<tr>
<th>Key School Contacts:</th>
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<tbody>
<tr>
<td><em>Mrs. Lynn O’Connor,</em> School Manager</td>
<td></td>
</tr>
<tr>
<td>📞: +44 191 208 5332</td>
<td>✉: <a href="mailto:lynn.o%E2%80%99connor@ncl.ac.uk">lynn.o’connor@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Miss Helen Mills, Teaching Coordinator</td>
<td></td>
</tr>
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<td>✉: <a href="mailto:helen.mills@ncl.ac.uk">helen.mills@ncl.ac.uk</a></td>
</tr>
<tr>
<td>CEAM Teaching Team</td>
<td></td>
</tr>
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<td>✉: <a href="mailto:ceam.teach@ncl.ac.uk">ceam.teach@ncl.ac.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Academic Contacts:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Dr. Kamelia Boodhoo,</em> Reader in Sustainable Process Technology, DPD MEng Industry</td>
<td></td>
</tr>
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<td></td>
</tr>
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<tr>
<td><em>Prof. Paul Christensen,</em> Professor of Pure &amp; Applied Electrochemistry</td>
<td></td>
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<td><em>Mr. John Dalton,</em> Senior Research Associate, Stage 1 Tutor</td>
<td></td>
</tr>
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<td>✉: <a href="mailto:john.dalton@ncl.ac.uk">john.dalton@ncl.ac.uk</a></td>
</tr>
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<td><em>Mr. Rob Dixon,</em> Laboratory Technician (Teaching &amp; General)</td>
<td></td>
</tr>
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<td>✉: <a href="mailto:rob.dixon@ncl.ac.uk">rob.dixon@ncl.ac.uk</a></td>
</tr>
<tr>
<td><em>Dr. Daniel Frankel,</em> Senior Lecturer, Stage 2 Tutor</td>
<td></td>
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</tr>
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<td><em>Prof. Jarka Glassey,</em> Professor of Chemical Engineering Education, Senior Tutor</td>
<td></td>
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<td>✉: <a href="mailto:jarka.glassey@ncl.ac.uk">jarka.glassey@ncl.ac.uk</a></td>
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<tr>
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</tbody>
</table>
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2. Summary of Programme Commitments

The University’s Student Charter, explained more below, requires that students are provided with a ‘programme handbook which details any professional requirements, contact hours, mode of programme delivery, assessment criteria, examination arrangements and regulations, academic guidance and support, and appeals and complaints procedures.’ The purpose of this summary is to help you locate further details about this key information in your handbook.

Summary of Programme Commitments
The University’s Student Charter is available at [http://www.ncl.ac.uk/media/wwwnclacuk/pre-arrival/files/student-charter.pdf](http://www.ncl.ac.uk/media/wwwnclacuk/pre-arrival/files/student-charter.pdf)

<table>
<thead>
<tr>
<th>Average number of contact hours for this stage / programme:</th>
<th>More detail can be found in the Learning and Teaching Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of delivery:</td>
<td>Linear/Block – more detail can be found in the Learning and Teaching Section</td>
</tr>
<tr>
<td>Normal notice period for changes to the timetable, including rescheduled classes:</td>
<td>More detail can be found in the Timetable Section</td>
</tr>
<tr>
<td>Normal notice period for changes to the curriculum or assessment:</td>
<td>More detail can be found in the Learning and Teaching Section</td>
</tr>
<tr>
<td>Normal deadline for feedback on submitted work (coursework):</td>
<td>More detail can be found in the Submission of Assessed Work Section</td>
</tr>
<tr>
<td>Normal deadline for feedback on examinations:</td>
<td>More detail can be found in the Examinations Section</td>
</tr>
<tr>
<td>Professional Accreditation:</td>
<td>Degree programmes are accredited by the Institution of Chemical Engineers (IChemE) and the Institute of Measurement and Control (IMC)</td>
</tr>
<tr>
<td>Assessment methods and criteria:</td>
<td>More detail can be found in the Attendance and Assessment Section and also by following the link to the module catalogue: <a href="http://www.ncl.ac.uk/module-catalogue">http://www.ncl.ac.uk/module-catalogue</a></td>
</tr>
<tr>
<td>Academic guidance and support:</td>
<td>More detail can be found in the Student Charter Section</td>
</tr>
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### 3. Key Dates - 2016-17 Semester and Term Dates:

<table>
<thead>
<tr>
<th>Term</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Term</td>
<td>Monday 26 September 2016</td>
<td>Friday 16 December 2016</td>
</tr>
<tr>
<td>Spring Term</td>
<td>Monday 9 January 2017</td>
<td>Friday 24 March 2017</td>
</tr>
<tr>
<td>Summer Term</td>
<td>Monday 24 April 2017</td>
<td>Friday 16 June 2017</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Monday 26 September 2016</td>
<td>Friday 27 January 2017</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Monday 30 January 2017</td>
<td>Friday 16 June 2017</td>
</tr>
</tbody>
</table>

The undergraduate academic year is organised into three terms. Major holidays (Christmas and Easter) occur between terms. The undergraduate academic year is ALSO organised into two semesters. Semester 1 includes 1 week of induction and registration, 12 teaching weeks, and two examination weeks; Semester 2 includes 12 teaching weeks and 3 examination weeks.

You are expected to be in attendance during every term and for all teaching and examination weeks during the semesters.

Examination dates: Most examinations are scheduled at the end of Semester 1 (January) or Semester 2 (May/June), but if you do not pass at the first attempt, you may be required to take an additional resit examination at the end of August.

**2016/17 Exam Dates:**
- Semester One: Monday 16 January 2017 to Friday 27 January 2017 (including Saturday 21 January)
- Semester Two: Monday 22 May 2017 to Friday 9 June 2017 (including Saturday 27 May and Saturday 3 June)
- Resits: Monday 21 August 2017 to Friday 1 September 2017 (including Saturday 26 August)

You must ensure that you are available during all term time periods and examination periods.

### 4. Your Timetable

You should use the student timetables website [http://www.ncl.ac.uk/timetable/](http://www.ncl.ac.uk/timetable/) to access your timetable as well as information on how to read it, find your way around campus, locate teaching rooms and buildings, and link your timetable to your smartphone. There is also a guide for students on understanding the timetable here: [http://www.ncl.ac.uk/timetable/StudentTimetableGuide.pdf](http://www.ncl.ac.uk/timetable/StudentTimetableGuide.pdf)

Please note that the timetable is subject to change during the semester – especially at the beginning of each semester – so please check the website regularly.

### 5. The Student Charter and the Newcastle Offer

Newcastle University and the School aim to provide a high standard of teaching and a rich academic environment in which to learn and study. To this end, you will find that much of a staff member’s time, particularly during term-time, is devoted to all the aspects of teaching. You should however, be aware of the other academic activities – both research and outside engagement – that staff members undertake and which make calls upon their time.
The Student Charter [http://www.ncl.ac.uk/media/wwwnclacuk/pre-arrival/files/student-charter.pdf](http://www.ncl.ac.uk/media/wwwnclacuk/pre-arrival/files/student-charter.pdf) clarifies exactly what you can expect from the University during your time on campus. In summary, you can expect the University and School to:

- Provide a modern curriculum and high standards of teaching
- Provide relevant information about the degree programme and individual modules
- Provide opportunities for you to develop graduate and research skills
- Provide access to an excellent library and IT facilities
- Work with you to listen to student feedback and shape the University experience
- Publish clear information on programme costs, payment options and any additional costs
- Provide clear deadlines for assignments and timeframes in which you will receive feedback
- Notify you in advance of any planned changes in the curriculum and timetable
- Provide academic and personal support, through the personal tutoring system and professional support services
- Ensure that all assessments are relevant and well-matched to each stage of your study.

As a University student, you must take responsibility for your own approach to studying and learning. The emphasis in class time will be on providing information and ideas, but you are expected to make the best use of the information that is presented to you. This requires regular attendance at all sessions in your timetable and submission of all assignments by the due dates. It also requires considerable study outside formal contact hours. In particular, the Student Charter clarifies exactly what is expected of all students.

In summary, you are expected to:

- Attend and participate in all timetabled activities
- Familiarise yourself with all information provided by the University and follow recognised procedures
- Take responsibility for your own learning and devote the necessary time in private study to understand and learn the material
- Submit all work on time and collect your feedback when it is returned
- Seek help if you are encountering any difficulties and tell your personal tutor of any health or personal problems that could affect your work
- Work with your student representatives to ensure that you make staff aware of any problems or things working well in the School
- Complete feedback forms such as module evaluation forms and surveys to help the School and University improve
- Maintain the highest levels of behaviour and consideration toward other students and staff

The Newcastle Offer provides additional explanation about what the University offers undergraduate students for their fees and explains how the University delivers on its promises. More information on the Newcastle Offer is available here: [http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/charter/](http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/charter/)

### 6. Attendance

The University wants to make sure that you succeed on your course. For this reason, the University has introduced attendance monitoring of some timetabled sessions to ensure the welfare of our students and support your academic progress. It is important that all students adhere to the terms of the Student Charter and attend all timetabled sessions in a punctual manner. The University also has a legal obligation to monitor the attendance of international students and to report to the UKVI any student who is not attending.
If you are unable to attend for any reason, you should notify your personal tutor and promptly submit a notice of absence form along with any necessary evidence. You can do this through S3P. International students should also seek approval for vacations or plans to leave the UK in the summer period, as this may have implications for your visa.

A significant number of absences means that you are not making ‘satisfactory progress’, and action may be taken under the University General Regulations that could result in termination of your programme of study. You should also remember that in borderline cases, Boards of Examiners are more likely to favour candidates who demonstrate commitment by a good record in attendance and timely assignment submission.

See [http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/](http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/) for more information on University attendance requirements.

**7. Student Self Service Portal (S3P)**

The Student Self Service Portal (S3P) allows you to register on your programme of study and keep your personal details up to date. You can also pay fees online, produce standard documents to confirm your status (e.g., for council tax purposes) and report an absence to the School. Use this system as your first point of call if you want to:

- Register on your programme of study
- Keep details (addresses, etc.) up to date
- Pay fees
- View and print documentation to confirm your student status
- Confirm module choices for the next academic year
- Report an absence to the School

Further detail is available here: [http://www.ncl.ac.uk/students/progress/student-resources/s3p/](http://www.ncl.ac.uk/students/progress/student-resources/s3p/)

You can log in here: [https://s3p.ncl.ac.uk/login/index.aspx](https://s3p.ncl.ac.uk/login/index.aspx)

**Remember that S3P does not use your campus log-in details. You will need your campus username and a DIFFERENT password.**

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**Section B: Degree Programme and Module Information**

**1. Overview and Important Definitions**

This section provides information specific to your degree programme. It is important you that have an understanding of the programme as a whole and how each module and stage contributes to it.

**Key Definitions:**

- **Module** – an element within a programme of study. The size of the module (relative to the programme as a whole) is measured with reference to your learning time. The normal undergraduate academic year is 120 credits, and the normal postgraduate year is 180 credits. Your total study time is expected to total 100 hours for each 10-credit module.

- **Compulsory modules** – modules that you must take in order to fulfill the requirements of the Degree Programme
• Core modules – those modules which you must PASS to be allowed to proceed
• Optional modules – those which you choose to take because they suit your interests and career aspirations
• Aims – each programme will have a set of aims that explains the overall goals of the programme. These aims will relate to programme structure, student outcomes, placements (where relevant), and accrediting bodies (where relevant). Modules will also have a set of aims that explains the primary objectives of each specific module.
• Learning outcomes – each programme will have a set of learning outcomes that specifies the skills and knowledge that students are expected to develop over the course of the programme. Modules will also have specific skills outcomes and knowledge outcomes that specify what you will learn and what skills you will develop on each module.
• Degree programme regulations – explain which modules can be taken, programme-specific progression rules (i.e., how to ensure that you advance to the next stage), and programme-specific degree classification rules (i.e., how your final degree classification will be determined). All degree programme regulations are available here: http://www.ncl.ac.uk/regulations/docs/
• Degree programme specifications – the specifications for each degree programme contain information on the aims, learning outcomes, teaching and learning methods and assessment strategies specific to each programme. All degree programme specifications are available here: http://www.ncl.ac.uk/regulations/specs/

2. Degree Programme Aims, Specifications and Regulations

Aims & Outcomes
Most of the information about your programme will be available in the programme specification. These can be found at the web site: http://www.ncl.ac.uk/regulations/programme/2015-2016/ceam.php

A University course is primarily about education but it should also provide training in specific skills, the opportunity to develop transferable skills and the opportunity for personal development through social interaction. Our aims are to produce graduates who have a coherent understanding of chemical engineering, combining a sound theoretical grasp of the subject with practical experience and an awareness of their responsibility to society and the environment.

Our graduates should be capable of becoming Professional chemical and process engineers in industry or of following a postgraduate route into a research, industrial or academic career. In order to meet these aims, our Degree programmes have the following objectives:

• To recruit good students from a range of geographical, social and academic backgrounds.
• To produce graduates who have vision and the ability to address the challenges posed by society through the deployment of the skills and knowledge gained during their Degree course.
• To equip students with a knowledge and understanding of the subject, including the core material specified by the accrediting Professional institutions (The Institution of Chemical Engineers, Institute of Measurement and Control and the Energy Institute)
• To enable students to eventually meet the requirements of the accrediting Institutions for Chartered Membership
• To equip students with appropriate practical skills in information processing, data analysis, problem solving, teamwork, and communication skills.
- To encourage students to develop responsible attitudes towards the needs of society and the environment in the application of their engineering and economic knowledge and to ensure that they have particular regard for the importance of safety in their industrial life.
- To encourage students to develop appropriate attitudes towards their own future Professional development.
- To provide an environment within the School such that students enjoy the University learning experience sufficiently to want to maintain contact with the School in its future recruiting, teaching, research and social activities.

During your time at Newcastle University you can expect to study in a high quality learning environment. To support this, the University has stated its level of provision and its expectations of you in the Student Charter. This may be viewed at: [http://www.ncl.ac.uk/media/wwwnclacuk/pre-arrival/files/student-charter.pdf](http://www.ncl.ac.uk/media/wwwnclacuk/pre-arrival/files/student-charter.pdf)

The national subject benchmarks can be found at [http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx)

The above Aims and Outcomes of your programme are consistent with the benchmark statements as published by the Quality Assurance Agency.

**Degree Programme Structure**

In registering with the University and the School you have joined a particular Degree programme, which, if completed successfully, will not only result in a Degree but will also lead eventually to your registration as a Professional Engineer.

The everyday work of the School consists of lectures, tutorials, laboratories and design and case study classes. Lectures are usually fairly formal and enable a student to appreciate the structure of a subject and to obtain detailed notes on particular topics. Usually the lecturer will present the topic together with the fundamental aspects of the associated engineering science, and will then proceed to solve a series of problems illustrating both the topic and its application within professional engineering. You should feel free to interrupt the lecturer at appropriate opportunities to ask for points of clarification, or for a repeat of key ideas.

Tutorials are more informal and provide opportunities to discuss specific questions arising from lectures or from your attempts to solve problems on tutorial sheets. Often these will be held in smaller groups with the help of postgraduate students.

Laboratories provide an opportunity to develop skills in experimental methods, reinforce the lecture material with applications or introduce additional associated concepts. Importantly, they enable practice to be obtained in analysing data, making inferences and writing reports on investigations.

Design projects enable the concepts introduced in lectures, which are further developed in tutorials and laboratories, to be applied to the design of processes and process plant. We are utilise industrially relevant case studies in the curriculum. These provide students the opportunity to apply knowledge gained in a number of modules studied to solve a given problem in small groups, hence also developing team working skills.
It is essential for you to attend all the timetabled activities in a regular and punctual manner. **Unavoidable absences must be notified to your Tutor or the School Office.**

**The General Structure of the Undergraduate Degree Programmes**

**BEng Hons**
- Chemical Engineering (UCAS Code H810)
- Foundation Year BEng (UCAS Code H814)

**and**

**MEng Hons**
- Chemical Engineering (UCAS Code: H813)
- Foundation Year MEng (UCAS Code H816)
- Chemical Engineering – Industry (UCAS Code H815)
- Process Control (UCAS code: H830)
- Bioprocess Engineering (UCAS code: H831)
- Sustainable Engineering (UCAS code: HH82)

In common with other engineering disciplines the practice of chemical engineering depends upon an understanding of the underlying science. This will be delivered in units of study referred to as modules. The term **module** is used to refer to a unit of study with a clearly identified value of **credits**. You will study modules to a total value of **120 credits** in each year.

Semesters 1 and 2 consist of 12 teaching weeks and then 2 or 4 weeks set aside for assessment by examination.

A typical teaching week will consist of lectures and tutorials and the associated practical or assignment work. Throughout the course, individual lecturers will ask you to submit in-course assessment assignments and laboratory reports. Many of these count towards the end of semester assessment. It is therefore essential that you meet the deadlines set otherwise your marks will be affected. **Deadlines are strictly enforced.**

**3. Modules and Module Selection**

The Degree Programme Regulations for your programme explain which modules are compulsory, core, and/or optional on your degree programme. You can look up information on each module in the Module Catalogue ([http://www.ncl.ac.uk/module-catalogue/](http://www.ncl.ac.uk/module-catalogue/)). This module page will provide key information, including the number of credits, the types of assessment, the types of teaching activities, and the number of contact hours. It also explains how many hours you are expected to spend in independent study, including lecture follow-up, completing coursework, doing background reading, and revising for your exams. The module outline will also explain the aims and learning outcomes of the module and provide you with an overview of the syllabus.

All continuing students (except for final year students) use S3P to register for your next stage around Easter each year. The S3P system knows what programme you are studying and whether you are studying full time or part time. The system will only let you select the modules associated with your programme to the value of the credits for the stage of your programme.
**Stage 1 - The modules you will take in Stage 1 are shown below, these are all compulsory:**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Total Credits</th>
<th>Semester 1 Credits</th>
<th>Semester 2 Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CME1020 Chemistry</td>
<td>25</td>
<td>13</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>CME1021 Thermodynamics</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>CME1023 Transfer Processes</td>
<td>25</td>
<td>13</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>CME1025 Principles of Chemical Engineering</td>
<td>25</td>
<td>15</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>CME1026 Computing &amp; Numerical Methods</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>CME1027 Data Analysis in Process Industries</td>
<td>5</td>
<td>-</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>ENG1001 Engineering Mathematics I</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

**Stage 2 - The modules you will take in Stage 2 are shown below, these are all compulsory:**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Total Credits</th>
<th>Semester 1 Credits</th>
<th>Semester 2 Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CME2022 Separation Processes</td>
<td>20</td>
<td>-</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>CME2023 Transfer Processes 2</td>
<td>20</td>
<td>20</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>CME2024 Reactor Engineering</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>CME2027 Chemistry 2</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>CME2028 Thermodynamics 2</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>CME2029 Process Measurement, Dynamics &amp; Control</td>
<td>10</td>
<td>-</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>CME2030 Chemical Engineering Laboratory I</td>
<td>10</td>
<td>-</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>CME2031 Safety, Risk &amp; Engineering Practice</td>
<td>20</td>
<td>-</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>ENG2011 Engineering Mathematics II</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>5</td>
</tr>
</tbody>
</table>

Any student failing a module will be required to resubmit work or resit examinations as directed by the Board of Examiners, **normally in August.**
### Stage 3 BEng/MEng

The modules you will take in Stage 3 are shown below, these are all compulsory:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Total Credits</th>
<th>Semester 1 Credits</th>
<th>Semester 2 Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CME3008 Process Control 2</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>CME3032 Process Business Operations</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>CME3033 Separation Processes 2</td>
<td>15</td>
<td>15</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>CME3034 Advanced Design for Safety</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>CME3035 Reactor Systems Engineering</td>
<td>15</td>
<td>15</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>CME3036 Process &amp; Product Engineering</td>
<td>10</td>
<td>-</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>CME3039 Plant Design</td>
<td>40</td>
<td>5</td>
<td>35</td>
<td>6</td>
</tr>
<tr>
<td>CME3040 Chemical Engineering Laboratory II</td>
<td>5</td>
<td>-</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

### Stage 4 MEng

The modules you will take in Stage 4 MEng are shown below. Please note that some optional modules may be capped which means that only a limited number of students can do these:

#### MEng in Chemical Engineering with Honours in Chemical Engineering (H813)

(i) All candidates shall take the following compulsory modules:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Total Credits</th>
<th>Semester 1 Credits</th>
<th>Semester 2 Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CME8038 Sustainable Industry</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8103 Process Control 3 – Design of Digital Robust Algorithms</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8107 Process Intensification</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8109 Bioreactor Engineering</td>
<td>5</td>
<td>5</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8117 MEng Research Project</td>
<td>55</td>
<td>5</td>
<td>50</td>
<td>7</td>
</tr>
<tr>
<td>CME8120 Advanced Design Project</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>
(ii) All candidates shall take an optional module to the value of 10 credits from the following list:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Total Credits</th>
<th>Semester 1 Credits</th>
<th>Semester 2 Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CME8037 Sustainable Design &amp; Manufacture</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8104 Process Control 4 – Design of Digital Control Algorithms</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8119 Advanced Transport Processes</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8124 Multivariate Methods</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
</tbody>
</table>

MEng in Chemical Engineering with Honours in Process Control (H830)

(i) All candidates shall take the following compulsory modules:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Total Credits</th>
<th>Semester 1 Credits</th>
<th>Semester 2 Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CME8103 Process Control 3 – Design of Digital Robust Algorithms</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8104 Process Control 4 – Design of Digital Control Algorithms</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8117 MEng Research Project</td>
<td>55</td>
<td>5</td>
<td>50</td>
<td>7</td>
</tr>
<tr>
<td>CME8120 Advanced Design Project</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>CME8123 Advanced Process Control</td>
<td>15</td>
<td>15</td>
<td>-</td>
<td>7</td>
</tr>
</tbody>
</table>

(ii) All candidates shall take an optional module to the value of 10 credits from the following list:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Total Credits</th>
<th>Semester 1 Credits</th>
<th>Semester 2 Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CME8038 Sustainable Industry</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8107 Process Intensification</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8119 Advanced Transport Processes</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8124 Multivariate Methods</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
</tbody>
</table>
### MEng in Chemical Engineering with Honours in Bioprocess Engineering (H831)

(i) All candidates shall take the following compulsory modules:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Total Credits</th>
<th>Semester 1 Credits</th>
<th>Semester 2 Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO8044 Gene Technology</td>
<td>20</td>
<td>20</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>BIO8099 Fundamentals of Cell and Molecular Biology</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8109 Bioreactor Engineering</td>
<td>5</td>
<td>5</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8117 MEng Research Project</td>
<td>55</td>
<td>5</td>
<td>50</td>
<td>7</td>
</tr>
<tr>
<td>CME8120 Advanced Design Project</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

(ii) All candidates shall take an optional module to the value of 10 credits from the following list:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Total Credits</th>
<th>Semester 1 Credits</th>
<th>Semester 2 Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CME8038 Sustainable Industry</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8107 Process Intensification</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8119 Advanced Transport Processes</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8124 Multivariate Methods</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
</tbody>
</table>

### MEng in Chemical Engineering with Honours in Sustainable Engineering (HH82)

(i) All candidates shall take the following compulsory modules:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Total Credits</th>
<th>Semester 1 Credits</th>
<th>Semester 2 Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CME8037 Sustainable Design &amp; Manufacture</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8038 Sustainable Industry</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8109 Bioreactor Engineering</td>
<td>5</td>
<td>5</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8117 MEng Research Project</td>
<td>55</td>
<td>5</td>
<td>50</td>
<td>7</td>
</tr>
<tr>
<td>CME8118 Stability &amp; Sustainability of Materials</td>
<td>10</td>
<td>-</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>CME8120 Advanced Design Project</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>
(ii) All candidates shall take an optional module to the value of 10 credits from the following list:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Total Credits</th>
<th>Semester 1 Credits</th>
<th>Semester 2 Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CME8103 Process Control 3 – Design of Digital Robust Algorithms</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8107 Process Intensification</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8119 Advanced Transport Processes</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8124 Multivariate Methods</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
</tbody>
</table>

Whether a module is an elective or not depends on the specialisation of your MEng (or whether you progressed from Stage 3 BEng) as there are various additional compulsory modules for each of these as stated in the regulations [http://www.ncl.ac.uk/regulations/programme/2016-2017/ceam.php](http://www.ncl.ac.uk/regulations/programme/2016-2017/ceam.php).

If in doubt, check with your Degree Programme Director.

(a) The final selection is subject to the approval of the Degree Programme Director.

(b) Places on CME8037 and CME8038 are limited and preference will be given to students in the order: MSc Clean Technology, MSc Sustainable Engineering, MEng (Sustainable Engineering), MEng.

**Detailed module descriptions:** The link [http://www.ncl.ac.uk/module-catalogue](http://www.ncl.ac.uk/module-catalogue) gives a breakdown of study hours, laboratory work and assessment methods. The breakdown of hours may vary but not significantly.

**Stage 4 MEng (Industry)**

All candidates shall take the following compulsory modules in Stage 4 MEng (Industry) as shown below:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Total Credits</th>
<th>Semester 1 Credits</th>
<th>Semester 2 Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CME3008 Process Control 2</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>CME3034 Advanced Design for Safety</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>CME3035 Reactor Systems Engineering</td>
<td>15</td>
<td>15</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>CME8107 Process Intensification</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>CME8117 MEng Research Project</td>
<td>55</td>
<td>5</td>
<td>50</td>
<td>7</td>
</tr>
<tr>
<td>CME8120 Advanced Design Project</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

**Detailed Module descriptions:** The link [http://www.ncl.ac.uk/module-catalogue](http://www.ncl.ac.uk/module-catalogue) gives a breakdown of study hours, laboratory work and assessment methods. The breakdown of hours may vary but not significantly.
4. Teaching and Contact Hours

You will experience a variety of types of teaching during your time at University, each of which has different learning objectives and each of which will contribute to your learning experience in different ways. The University has definitions of the key types of teaching ([http://www.ncl.ac.uk/ltds//assets/documents/res-contacthours-mofs.pdf](http://www.ncl.ac.uk/ltds//assets/documents/res-contacthours-mofs.pdf)), but the amount and types of contact time vary quite a bit between modules, stages, and programmes. This programme is normally delivered full time and fits within the University’s standard pattern of terms and semesters.

**Contact hours:** The average number of contact hours for Stages 1-3 range from Stage 1 – 30, Stage 2 – 19, Stage 3 – 16. This is based on the modules that students studied last year. The contact hours vary depending on the specific modules chosen by Stage 4 MEng students, but average about 15 hours.

**Normal notice period for changes to the curriculum or assessment:**
- Changes after you register for the academic year are rare and are generally unavoidable
- Wherever possible at least a month’s notice will be provided

5. Graduate Skills Framework

An aspect of our Undergraduate degrees which we place strong emphasis on, and for which we have been commended, is the way we integrate key skills into the fabric of our programmes. A degree alone is not enough to secure a job at the end of your studies. Therefore, communication skills are part and parcel of our assessment procedures in many subject modules.

Through laboratories and project work, our students learn from the outset about group dynamics and team working. Design projects are used to develop problem solving skills, while plant visits and extensive use of visiting lecturers from industry, give our students a practical and wider perspective of Chemical Engineering as it is practised in the commercial world.

Occasionally, graduates of the School will visit to give first hand advice on how to make the most of your course at Newcastle.

On completion of your programme you will have attained level 6 (BEng) or level 7 (MEng).

Your University programme is primarily intended to educate you in a particular discipline, but it will also provide training in transferable skills and personal development. The University maps these skills according to the Graduate Skills Framework ([http://www.ncl.ac.uk/quilt/assets/documents/str-gsf-framework.pdf](http://www.ncl.ac.uk/quilt/assets/documents/str-gsf-framework.pdf)).

Each of your modules will be clearly linked to a series of graduate skills, some of which will be present in the learning and teaching activities and some of which will be assessed. You will be able to identify which skills are present in each module by looking at the module catalogue entry ([http://www.ncl.ac.uk/module-catalogue/modules.php](http://www.ncl.ac.uk/module-catalogue/modules.php)). Identifying the skills present in each module that you take will help you to recognise key skills that you can mention in interviews and on your CV.

6. Additional Costs

Additional costs incurred may include binding and printing of projects and posters
### 7. Placements and Study Abroad Opportunities

**Placements:** Students on any of the BEng and MEng Chemical Engineering degree programmes can choose to spend a year out in industry. Placements provide you with the experience of seeking and securing a job, as well as practical experience and industry contact that will benefit your academic study and longer term career.

The year out is usually taken after Stage 2 but those students who choose to take the Chemical Engineering MEng Degree can take a year out after Stage 3. Students may choose to take a year out and placements can be obtained in the USA, Australia, South East Asia, and Europe as well as in the UK.

We assist students in applying for placement jobs but the decision as to whether to employ you or not is always made by the company offering the placement. Currently we have students on placement with:

- FUJIFILM Diosynth Biotechnologies
- Exxon Mobil
- Procter and Gamble
- Merck Sharp and Dohme
- Sellafield Ltd
- Unilever
- GSK

For MEng Chemical Engineering with Industry students, the industrial year is assessed and counts as the third year of that degree. This industrial route can save you a year and provide you with a salary as well.

If you do not choose to take a year in industry, we will encourage you to spend at least one summer vacation in industry. This may be either at home or abroad, on your own, or with other students on a course organised by large companies such as BP, Procter & Gamble, Esso or Shell or with smaller companies offering a different type of experience. Places on these schemes cannot be guaranteed, but the experience is very valuable and it may lead to an offer of a job when you graduate.

Placement decisions ultimately rest with the Degree Programme Director. However, there is plenty of help at hand to support you in finding employers and to guide you through the application process [http://www.ncl.ac.uk/careers/](http://www.ncl.ac.uk/careers/).

**Study abroad:** If you are interested in applying for a Placement or to Study Abroad please be aware that there are application deadlines. For further information please see [http://www.ncl.ac.uk/undergraduate/abroad/](http://www.ncl.ac.uk/undergraduate/abroad/).

Newcastle University takes an active part in exchange programmes both within the European Union countries and further afield. If you’re interested in an exchange programme please email [erasmus@ncl.ac.uk](mailto:erasmus@ncl.ac.uk) or for a Non-EU Exchange Programme please email [studyabroad@ncl.ac.uk](mailto:studyabroad@ncl.ac.uk).

### Section C: Student Support

#### 1. Personal Tutoring

When you arrive at University, you will be assigned a personal tutor. This is an academic member of staff who acts as your first point of contact with the University, and he/she can provide you with any information or advice that you may need throughout your academic career.
The role of a personal tutor, as described in the Framework for Personal Tutoring (http://www.ncl.ac.uk/ltds/assets/documents/qsh-personaltutoring-fwk.pdf), is to facilitate students’ personal and academic growth. The personal tutor is there to help with any issues you may have, from personal problems that could be affecting your studies, to giving advice when picking modules, to just being available for a chat.

At a bare minimum, you should see your personal tutor at least twice during Semester 1 of your first year and then at least once a semester after that. You should take the initiative to schedule meetings with your personal tutor if you need to talk about any difficulties.

It is possible to change your personal tutor if you’re unhappy for any reason (e.g., if you have a male personal tutor and would feel more comfortable with a female one). You don’t have to give any reasons for changing your tutor. Your School will be able to explain the procedures for changing your tutor.

For 2016/17 all tutor meetings with taught students will be recorded through ePortfolio (either you or the tutor can initiate a meeting, through email, phone or ePortfolio). The record can be made after the meeting, and the only requirement is that the record states when the meeting took place. You can also take notes on your meetings and keep them in ePortfolio – this is a good place to keep track of your concerns and any decisions that you are making with the help of your personal tutor. You can be assured that the meeting record on ePortfolio is strictly confidential, and only those people who attended the meeting (and possibly the Senior Tutor) will be able to see your notes.

The personal tutor system depends upon you and your personal tutor both contributing to the relationship: a personal tutor can’t help you if you don’t show up to a meeting, and you need to be open and honest with your tutor in order to receive the best advice. At the end of your degree, you can ask personal tutors to provide you with references – for these to be good references, your personal tutor needs to know you will enough to write them. This means that you should attend all arranged meetings, respond promptly to emails, and keep your personal tutor informed if you have any concerns.

You can talk to your personal tutor about anything that’s bothering you; whether it’s an issue that may be affecting your studies, or you want some information about modules or career options, they’re here to help.

Approaching members of staff may seem daunting at first, but by meeting your tutor early and often, you should start to feel comfortable going to them with any problems you might have. For more support and advice, go to http://www.ncl.ac.uk/students/wellbeing

To contact your Tutor, telephone, email or visit their office. If, for any reason, you urgently need to, but cannot, contact your Tutor, then the Stage Tutor, Senior Tutor or Degree Programme Director will be happy to help, depending on the nature of the problem.

For more information about personal tutoring, and what you can expect from personal tutors, go to http://www.ncl.ac.uk/quilt/resources/engagement/tutoring/infoforstudents.htm
Stage Tutors:

Each stage will be monitored by Stage Tutors as follows:

- **Stage 1** - Mr. John Dalton
- **Stage 2** - Dr. Daniel Frankel
- **Stage 3** - Ms Sharon Joyce
- **Stage 4 MEng** – Prof. Steve Bull
- **Stage 4 MEng (Industry)** - Dr. Kamelia Boodhoo
- **Senior Tutor** - Prof. Jarka Glassey

Stage Tutors are responsible for ensuring that the academic work of the whole year proceeds smoothly, thus if any particular year is not attending certain lectures or tutorials your Stage Tutor will speak to the year as a whole. Conversely, if there are problems in lectures or laboratories, students will be able to transmit these to all the academic staff through the Stage Tutor.

At the beginning of each academic year, your Stage Tutor will remind you of the requirements necessary to ensure that you pass the course. The modular assessment system applies across the University as a whole and the individual modular requirements. Sometimes both students and Tutors need advice from members of staff who have had many years experience in dealing with the University system; therefore the Senior Tutor is available to help with problems.

**Female Advisors:** Female students may have problems that they would prefer to discuss with the female lecturers, in this instance you may contact **Prof. Jarka Glassey.**

**Overseas Advisors:** As well as the Tutors indicated above, **Dr. Sue Haile** is available to help overseas students who may need specialist advice.

2. **Peer Mentoring**

All new undergraduate students will be assigned a peer mentor upon arrival at the University. The goal of peer mentoring is to enable all students to make a smooth transition to feeling at home and settled into the University community – academically, socially and culturally – through access to the advice and support of a more experienced peer.

Your peer mentor can serve as a role model and help you to understand what is expected of you at University. Your mentor should also be very approachable and can help answer questions that you might not want to ask staff. Your peer mentor can also tell you about the social scene at the University and in Newcastle and help to answer practical questions about banking, sport facilities, the library, etc. The University has a policy that explains peer-mentoring schemes. ([http://www.ncl.ac.uk/ltds/assets/documents/qsh-peerment-principles.docx](http://www.ncl.ac.uk/ltds/assets/documents/qsh-peerment-principles.docx)).

3. **Other Sources of Support in Your School**

Your personal tutor should always be your first point of contact if you have questions or concerns, but he/she may point you in the direction of other people in the School.
The **Degree Programme Director (DPD)** is responsible for the structure, content and standards of your degree programme. His/her role may involve module development, changes to course content, and recruitment activities. Your personal tutor may refer you to the DPD to discuss academic issues.

The **Senior Tutor** acts as a coordinator between the School and central University services. He/she also acts as a second point of contact if your personal tutor is absent from the University and may provide support for you and your tutor if any complicated issues arise. The Senior Tutor focuses on supporting students who may have personal circumstances that are affecting their overall performance, rather than specific academic issues.

The **Teaching Team** located in the School Office are very knowledgeable about every aspect of student life including curriculum, assessment and wellbeing issues. If you have a query and you are unable to contact your tutor, please call into the School Office and one of the team will be able to help. The School Office is open 9am to 4.30pm Monday to Friday.

### 4. Student Services (King’s Gate)

King’s Gate building provides access to many services you may need, all in one single location. Current opening hours for King’s Gate are as follows:

- Monday and Tuesday – 9am to 5pm
- Wednesday – 10am to 5pm
- Thursday and Friday – 9am to 5pm

When you arrive at King’s Gate, you should go first to the Interaction Team (I-Team) on Level 2. They are your first point of contact for any questions about Academic Support, Accommodation, Fees/Funding/Finance, Health/Wellbeing, Exchange/Study Abroad, and Visa Support. All of these types of support are explained below. Both drop-in and pre-booked appointments are available. More information is available here: [https://my.ncl.ac.uk/students/kingsgate](https://my.ncl.ac.uk/students/kingsgate) (you will need to cut and paste this URL into your browser).

There are a number of services available, many of which are explained by the Student Wellbeing site ([http://www.ncl.ac.uk/students/wellbeing/](http://www.ncl.ac.uk/students/wellbeing/)). Contact information is also available on this site. The key services are explained [here](http://www.ncl.ac.uk/students/wellbeing/).

### 5. Student Advice Centre

The Student Advice Centre is a service of the Students’ Union staffed by professionals who specialise in student concerns. They can help you by providing information; listening to any problems; advising on the options open; helping you resolve difficulties; and referring you to any relevant agency (they cannot recommend any commercial companies however). They may even take on your case for you, even to the representation stage. You can browse through a range of information, help yourself to leaflets and obtain forms (benefits, help with NHS charges, Access to Hardship Funds etc.). More information is available from the SAC website: [www.nusu.co.uk/sac](http://www.nusu.co.uk/sac)

The Student Advice Centre cannot provide immigration advice to International students. If you have immigration questions, you should contact the Visa and Immigration Service (VIS) at King’s Gate for advice.
The Student Advice Centre is situated on the ground floor of the Students’ Union Building. Opening times vary throughout the year, so you could check the weekly schedule before dropping by: https://www.nusu.co.uk/support/sac/openingtimes/.

During term-time, you may drop in for a brief session with one of the advisers, but for complex or serious problems (requiring more than 20 minutes to discuss), you should make an appointment.

Telephone 0191 239 3979; or e-mail: student-advice-centre@ncl.ac.uk

Note that anything you say to any of the staff will be treated in strictest confidence and not disclosed without your consent; also that the Union, including the Student Advice Centre, is independent of the University structure and primarily concerned with its members’ welfare.

Section D: What to do if things go wrong

1. If You Are Ill or Away from the University for Personal Reasons

Where illness or other reason prevents you from studying for more than three working days, you should complete a Student Notice of Absence form (SNAF) on the S3P system.

- The form is not compulsory but if a teaching event is monitored and there is no authorised absence notice then the absence will be recorded as unauthorised. The form can be used to report sickness or absence for shorter periods but is not compulsory.
- If a PEC application results from the illness, it is necessary to include a medical certificate from the doctor as cases are considered on supporting evidence.
- If illness prevents students from studying for more than seven calendar days, they should obtain a medical certificate from their doctor and forward it to their academic unit or tutor / supervisor as soon as possible - along with a PEC application if appropriate.

If you are reluctant for any details to be known, even to your tutor, because they are sensitive, then you can provide a confidential letter and information in a sealed envelope for the Chair of the School PEC committee. More information about sickness and absence procedure is available here: http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/sickness.htm.

2. Personal Extenuating Circumstances (PEC)

Students who believe that their study or ability to complete assessments is being adversely affected by unforeseen and unavoidable personal extenuating circumstances should advise their School by completing the online Personal Extenuating Circumstances (PEC) Form via S3P as close as possible to the time that the problem arose and in advance of any imposed school deadline, so that appropriate adjustments can be considered. Students are advised to carefully read the Guidance for Submission of Personal Extenuating Circumstances which can be found on the Student Progress Webpages at http://www.ncl.ac.uk/students/progress/student-resources/help/ before submitting a PEC application.

Students are strongly encouraged to discuss significant personal circumstances with their Personal Tutor or other member of staff. Tutors may be able to advise how to phrase the application or whether alternate sources of help may apply. Also, tutors may be able to provide a statement of support, which will be taken in
to account when a case is considered

The PEC form enables the School to consider each case on its merits and, if possible, make an appropriate adjustment. Possible adjustments will vary depending on the time of year, but could include:

- an extension to the hand-in date for a piece of work;
- an exemption for a minor item of course work;
- a deferral of the assessment to the next normal occasion – generally a deferral to August;
- a deferral of the assessment to a later normal occasion;
- permission to set aside (ignore) attempts at assessments;
- permission to sit an extraordinary examination – i.e. setting an examination at an unusual time;
- permission to repeat tuition in residence;
- permission to proceed to the next Stage carrying fails;
- permission to repeat a period of tuition, setting aside previous attempts (e.g. re-doing a Stage or Semester as if for the first time)
- recommending discretion at the Board of Examiners – e.g. potentially allowing you to pass the stage despite having failed a core module; allowing you to pass a module by discretion; altering your degree classification where there is evidence to support this decision.

NB - personal extenuating circumstances cannot result in existing marks being changed.

It is the student’s responsibility to report any significant personal or extenuating circumstances that had a substantial impact on their performance in their studies or in their assessments/examinations immediately and in advance of an assessment deadline or by the school published deadline for consideration by a Personal Extenuating Circumstances Committee (PECC) or Board of Examiners (BoE).

It is the student’s responsibility to provide evidence to back up their PEC application. Evidence should outline the problems faced and the period of impact – e.g. doctor’s notes, a statement of support from a tutor, letter from an employer etc. It is recognised that this can be difficult, but a request is more likely to be approved if evidence is available – particularly evidence of the impact on the specific module/assessment and at the time of the assessment. Requests for adjustments that relate to the following, are not normally accepted as the basis of a PEC application:

i. Instances where an appropriate adjustment has already been made.
ii. Retrospective report of illness or other extenuating circumstances, without good reason.
iii. Ongoing medical conditions/disabilities including learning disabilities, or mental health conditions for which the student is already receiving reasonable adjustments via a Student Support Recommendation (SSR).
iv. Transport problems, excepting those where it can be shown that adequate time had been allowed.
v. Unspecified anxiety or examination stress
vi. Minor infection such as coughs, colds, headaches or hay fever, unless supported by specific medical evidence.
vii. Distress relating to family pet.
viii. Holidays, house moves, sporting or other social commitments.
ix. Known employment or financial responsibilities.
x. Problems with personal computers, printers or other technology.
xii. Where the circumstances could have been avoided, particularly due to poor time management.

The PEC Procedures and Submission Guidance are available at http://www.ncl.ac.uk/students/progress/student-resources/help/
3. Change of Circumstances (Transfer, Suspend Studies or Withdraw)

Sometimes circumstances do change, and you may decide that you want to transfer degree programmes, suspend your studies or withdraw from the University. If you are thinking about any of these scenarios, you should first speak with your personal tutor so that you can discuss your options. You can also seek confidential advice from Student Wellbeing: [http://www.ncl.ac.uk/students/wellbeing/about/student/](http://www.ncl.ac.uk/students/wellbeing/about/student/).

If you transfer from one programme in the University to another, you may also be able to transfer the credits and marks that you have earned. You will need to discuss this with the Degree Programme Director of both programmes. Permission to make these changes often depends upon approval from the Degree Programme Director. More information on the relevant procedures and the forms you may need to fill in is available here: [http://www.ncl.ac.uk/students/progress/student-resources/change/](http://www.ncl.ac.uk/students/progress/student-resources/change/). Your personal tutor should be able to help you complete these forms if necessary.

4. Complaints and Appeals

The Student Complaints and Resolution Procedure is the University’s formal complaints procedure under the Student Charter. It is intended to allow students to make a complaint about a service, a member of staff or another student within the University. The procedure applies to all formal complaints, including those related to harassment or racial equality. You can seek advice on the complaints procedure from Student Progress Service: [http://www.ncl.ac.uk/students/progress/Regulations/SPS/complaints.htm](http://www.ncl.ac.uk/students/progress/Regulations/SPS/complaints.htm).

A complaint can be made on nearly any aspect of your academic studies, but you should be prepared to provide evidence to support any allegation. Please note: a complaint cannot be used to seek to overturn the academic decision of examiners. In all cases you should consider trying to resolve your complaint informally with the individual concerned. Usually, before a formal complaint is accepted, you should have tried to resolve the issue informally.

The Student Academic Queries and Appeals Procedure is for appeals against the decisions of the Boards of Examiners (except those related to assessment irregularities), Personal Extenuating Circumstance (PEC) Committees, and sanctions imposed under Unsatisfactory Progress procedures. More information is available here: [http://www.ncl.ac.uk/students/progress/Regulations/SPS/appeals.htm](http://www.ncl.ac.uk/students/progress/Regulations/SPS/appeals.htm).

Academic Queries and Appeals may only be made on the following grounds:

a) Grounds for academic appeal following Board of Examiners Decisions:
   - Personal Extenuating Circumstances (PEC) that you were unable to disclose in advance of the Board of Examiners meeting via a Personal Extenuating Circumstances (PEC) application, or were unable to provide evidence for at that time, or of which you were previously unaware.
   - Procedural irregularity on the part of the examiners.
   - Bias or prejudice on the part of an examiner or examiners.

b) Grounds for academic appeal following PEC Committee Decisions:
   - Procedural irregularity or other error on the part of the PEC Committee
   - Bias or prejudice on the part of the PEC Committee

c) Grounds for academic appeal following an Unsatisfactory Progress Decision:
   - Evidence which was not available or considered previously
   - Procedural irregularity
Bias or prejudice
That the decision reached was perverse in that it was one which no reasonable person could have reached on the available evidence.

d) Grounds for academic appeal following a DPD Request Decision:
- Evidence which was not available or considered previously
- Procedural irregularity
- Bias or prejudice
- That the decision reached was perverse in that it was one which no reasonable person could have reached on the available evidence.

Note: An appeal relates to the decision of the examiners and should not be used to raise general complaints about tuition or support over the length of your degree programme.

You are expected to make every effort to raise your assessment/progress query, in writing, with your School directly concerned in the first instance. Impartial advice on both procedures may also be sought from the Student Progress Service. Assistance with submitting a formal complaint or an appeal may be sought from the appropriate officer of the Students’ Union, from the Student Advice Centre, or from a Personal Tutor.

Section E: Assessment and Feedback

1. Coursework Submission

University policy states that all submission deadlines must be published by the end of the second teaching week each semester. You will receive all submission deadlines by email, they will also be posted on Blackboard.

You should take note of these deadlines at the beginning of each semester and make sure you carefully plan when you will complete each assignment.

Across the University, Schools and module leaders ask students to submit their coursework in a variety of ways (i.e., through Blackboard, NESS, or in hard copy). Before submitting, make sure that you know exactly how to submit and if you need to submit multiple copies – this is especially important if you are taking modules in different Schools!

Only the Degree Programme Director has the authority to approve changes in coursework submission deadlines once they are published. If a deadline does change, you will be given sufficient notice and a reason for the change. **Unless otherwise stated, all hard copies of work must be date/time stamped and submitted to the School Office by 12pm on the day.** Electronic copies must also be submitted by 12pm on the day.


2. Plagiarism

The University makes routine plagiarism checks on all appropriate pieces of work. This means that your coursework assessments will be submitted to an electronic text matching software system (directly, by you, or by a member of staff). Your work will be checked against a database of web pages, academic articles and books, and other students’ papers (from Newcastle and other universities) and any matches between your
work and those other sources highlighted. Matching text does not necessarily mean that you have plagiarised, since you may have correctly referenced text from other source.

When you submit your assignments, you will be told how you need to submit to ensure they are checked. There are some file restrictions and file size restrictions, and you will be given guidance on what you can and cannot submit. You should always ask your module leader if you have any questions about a specific assignment.

The University takes plagiarism and academic conduct very seriously, and you are expected to know how to reference other sources correctly.

### 3. Late Submission of Assessed Work

The University has a set policy for late submissions, so you should be careful to submit all assessments well in advance of the deadline. If work is submitted within 7 calendar days of the deadline, it will be capped at the pass mark (40 for undergraduate programmes and 50 for postgraduate programmes). If you submit a piece of work more than 7 days after the deadline, it will receive a mark of zero.

There are two circumstances in which late work will always receive a zero: if your piece of work is marked on a non-discriminatory marking scale (i.e. pass/fail or merit/pass/fail), or if you are submitting work for a re-sit assessment.

There may be pieces of coursework for which no late work is allowed. You will receive prior notification in these instances.

If you have a valid reason for submitting your work late (e.g. illness), you should submit a PEC form; there is more information on this form earlier in the handbook. Computer failures and transportation problems are not considered a legitimate excuse for late submission (unless NUIT has confirmed a University-wide computer failure).

### 4. Examinations

University exam period dates are published several years in advance at [http://www.ncl.ac.uk/students/progress/exams/exams/ExaminationDates.htm](http://www.ncl.ac.uk/students/progress/exams/exams/ExaminationDates.htm).

For 2016/17, Semester 1 exams will fall between 16 January and 27 January; Semester 2 exams fall between 22 May and 9 June. Re-sit exams will take place from 21 August to 1 September. Please note that examinations are scheduled on Saturdays during the main periods. You are expected to be available for examination at the University during all of the main periods.

The University publish a provisional exam timetable about 2 months in advance, so that you can check there are no clashes between your modules. A final exam timetable is published about 6 weeks before the exam period. It is your responsibility to check the timetable.

You must also read and understand the Exam Rules which explain how you are expected to behave during exams: [http://www.ncl.ac.uk/students/progress/exams/exams/examrules.htm](http://www.ncl.ac.uk/students/progress/exams/exams/examrules.htm)

The University has a calculator policy for examinations. New students can only use three models of calculator (Casio FX-83GTPLUS, Casio FX-85GTPLUS, or Casio FX-115MS – or any discontinued models of the same calculator i.e. any calculator model that begins with ‘Casio FX-83’, ‘Casio FX-85’ or ‘Casio FX-115’). Students who started before 2015/16 who already have a calculator with an ‘approved’ sticker may continue to use it.
When you are revising for your exams, you will almost certainly find it helpful to obtain copies of recent examination papers; these are available on the University website [https://crypt.ncl.ac.uk/exam.papers/](https://crypt.ncl.ac.uk/exam.papers/). Sample papers should be provided by the lecturer for new courses.

If you wish to be considered for alternative exam arrangements (e.g. extra time, rest breaks, use of a PC, smaller venue etc.) in light of a disability, specific learning difficulty or long term medical condition, then you should note that there are certain deadlines by which you must supply the appropriate medical evidence/documentation. For further information, you should contact the Student Wellbeing Service as soon as possible ([http://www.ncl.ac.uk/students/wellbeing/disability-support/support/examinations.htm](http://www.ncl.ac.uk/students/wellbeing/disability-support/support/examinations.htm)).

Examinations will generally take place on (or close to) campus, although there are exceptions to this rule. International students, for example, may apply to take a re-sit exam in their home country. More information is available from the Exams Office and in the University Policy on Off-Campus Assessments ([http://www.ncl.ac.uk/ltds/assets/documents/qsh-assmt-offcampus-policy.pdf](http://www.ncl.ac.uk/ltds/assets/documents/qsh-assmt-offcampus-policy.pdf)).

5. Feedback on Assignments/Assessments

You will receive feedback on all of your coursework and exams. University policy states that feedback on coursework must be returned within 20 working days (Monday-Friday, not including Bank Holidays or University closure days). Exam feedback must be returned 20 working days from the end of the exam period; if this date falls during summer holidays, then it must be received at the start of the next semester/term. If feedback is going to be returned late for any reason, you will be informed in advance and told when you should expect to receive your feedback.

You will receive feedback in a variety of ways: written on your work, given verbally in lectures or tutorials, or provided on Blackboard or NESS. Feedback may come from lecturers, from your student peers, or from yourself. Learning to give yourself feedback is an important skill that you will continue to use after University. You are expected to use your feedback by looking at your work, the criteria for the work, and the feedback comments and thinking about how you can improve in future assessments.

Feedback on exams may be given in the form of general feedback to the entire cohort. This feedback may include, for example, information on what made good answers and poor answers on the exam, statistical information to show you how you are doing compared to the rest of the cohort, and/or feedback on exam strategies. You do have the right to request individual feedback, and students who are re-sitting exams should contact module leaders for feedback at least four weeks before the re-sit exam.

6. Marking Criteria (Levels 4,5,6 & 7 Modules - September 2014)

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Degree Programme Equivalent</th>
<th>Descriptive Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate: First Class</td>
<td></td>
<td>A performance in this range is distinguished by both breadth and depth of knowledge about the subject material, showing comprehensive awareness, and detailed understanding, interpretation and evaluation. There will be substantial evidence of critical analysis and the ability to apply knowledge to unseen situations. Material will be presented within a clear logical/systematic framework throughout</td>
</tr>
<tr>
<td>Decile Range</td>
<td>Undergraduate:</td>
<td>Postgraduate:</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>70% - 100%</td>
<td>Second Class, First Division</td>
<td>Distinction</td>
</tr>
</tbody>
</table>
|              | Merit          | and will demonstrate reading beyond the course material and the ability to employ critical reflection. Assignments such as an individual project report will be well-structured and well-referenced. The deciles within this class may be categorised as
|              |                | **Professional Standard (90% - 100%)** - It should be rare for a mark to be awarded within this range, but it should certainly be achievable for an individual component of assessment (e.g. a piece of coursework, or an examination question). It should be awarded for work demonstrating outstanding and comprehensive understanding, with critical analysis and evaluation. In an examination situation the student will have presented a complete answer in a fully cogent manner, with no substantive errors or omissions. In individual project work there will be material which may be publishable.
|              |                | **Exceptional: significantly above normal student expectations (80% - 89%)** - Evidenced by clear indications of comprehensive/detailed understanding and creative thought, and although there will be no substantive errors or omissions, the presentation or arguments will fall short of perfection.
<p>|              |                | <strong>Excellent (70% - 79%)</strong> - Evidenced by a comprehensive understanding, well-structured arguments and insight. |
| 60% - 69%    | Second Class, First Division | Merit |
|              | Postgraduate: | A performance in this range is one that demonstrates a sound/thorough understanding of material beyond that presented in the course, with breadth of knowledge but lacking in some depth, or vice versa. Critical analysis and the ability to apply knowledge to unfamiliar situations will be present, and work submitted will be relevant to the module/topic aims and objectives but not give a full treatment, relying to some extent on course material and likely to contain a few errors or omissions. Individual project work will be well presented and structured but with some limitations as to insight and critical evaluation. |
| 50% - 59%    | Second Class, Second Division | Pass |
|              | Postgraduate: | A performance in this range is one that relies substantially on course material only and demonstrates breadth of knowledge but lacking depth. Critical analysis will be limited and there will also be only limited evidence of being able to apply knowledge to unfamiliar situations. Work presented will be relevant to the module/topic aims and objectives but rely largely on course material and contain some errors of understanding and of fact. An individual project will demonstrate competence but with only limited evidence of flair. |
| 40% - 49%    | Pass           | Fail |
|              | Postgraduate:  | A performance in this range is evidenced by an understanding of material that lacks depth. There may be omission of some relevant material and/or partial use of irrelevant material. It is likely to contain errors of understanding and fact. An individual project at Levels below 7 will be adequately structured and presented but unbalanced/ with some components poorly constructed, e.g. inadequate/poor referencing. For individual projects at Level 7 a mark in this range suggests that the situation is potentially recoverable with some rewriting but little or no additional development. |</p>
<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Undergraduate: (Levels 4 and 5)</th>
<th>Undergraduate (Level 6 and 7) and Postgraduate: Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% - 39%</td>
<td>Compensatable Fail (35%-39%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fail (0%-34%)</td>
<td></td>
</tr>
</tbody>
</table>

A performance in this range is evidenced by a weak attempt that demonstrates lack of overall knowledge of the subject area, and inability to develop a cogent argument in any aspect. Much of the material presented will be sketchy and/or irrelevant. In an individual project the student will have failed to apply themselves to the task in hand and/or presented a superficial view of it.

A performance in this range may be further classified as

- **Borderline (compensatable) fail (Levels 4 and 5)/Poor (Level 6 and 7): limited understanding (35% - 39%)** - There will be many factual errors and omissions. A mark in this range may be awarded where there is evidence that the intended learning outcomes have partially been achieved but the evidence has been poorly presented, and/or there are some omissions in that evidence. For individual projects at Levels below 7 a mark in this range suggests that the situation is potentially recoverable with some rewriting but little or no additional development.

- **Fail: inadequate understanding (25% - 34%)** - Evidenced by some material of relevance, but generally the approach is shallow and there is a lack of understanding of the basic requirements of the subject area. There are likely to be significant factual errors and omissions. An individual project is likely to be difficult to read and contain serious errors in understanding.

- **Clear fail: little or no attempt (0% - 24%)** - Evidenced by very little material presented to support evidence of having addressed the topic. What material there is, is likely to be incomplete and/or confused. An individual project is likely to have very little that is relevant.

### 7. Marking and Moderation Processes

You should have absolute confidence that the marks you receive are fair and consistent across markers. All assessments that are worth a significant part of your final mark are reviewed in advance so that the instructions are clear and the questions are reasonable for a student at your level.

Depending on the assignment, your work may also be moderated. This means that a second marker will look at the mark and feedback given by the first marker and ensure that it is fair and accurate. Several different processes for moderation may be used the School, including sampling (looking at a sample of pieces of work across grade boundaries) and second marking (where a second marker looks at every piece of work).


You will observe that examination-paper rubrics contain a phrase to the effect that marks allocated to each question are given, but that these indicate the relative weight of individual questions. They do not correspond directly to marks on the University scale. You should therefore not expect to receive simply the sum of the marks awarded on each questions. The coding/scaling procedure allows examiners to adjust examination marks when an examination turns out to be more taxing than was expected, or possibly, too easy (sometimes an examination is found to be too easy for the strongest candidates but too hard for the weakest candidates).
To ensure marking has been fair and consistent some examinations may be double marked. This means that a second marker will look at all pieces of student work. If a cohort marks are too high or too low for any reason, meaning that they are not representative of students’ actual abilities and performance, then marks may be scaled so that they better reflect students’ work. This is a transparent process and you will always be told if your mark has been scaled and you will be provided with an explanation why this has happened.

While you will not always see the evidence of moderation, please be assured that it is happening and is taken very seriously. If you have any questions about this process, please speak with the relevant module leader. The moderation process can be time-consuming, which is why the feedback turnaround deadline is 20 working days – this length of time allows for marks to be checked for fairness and consistency.

Each taught programme of study (undergraduate and postgraduate) has a Board of Examiners (BoE) which is responsible for decisions about the outcomes of assessment of students on the programme. The BoE has a substantial degree of discretion. This means that it may award a degree classification higher than that determined by the marks alone. This can be due to medical or special personal circumstances and this is one of the reasons why it is important to submit PECs. The Board may also, in certain circumstances deem individual students to have passed particular modules in which they have obtained a fail mark.

8. How Assessment Affects Your Progress

Requirements to complete Stage 1

In order to progress to Stage 2 of your Degree programme, you must:

- Achieve an overall average of 40% over 120 credits
- Have no more than 40 credits of failure between 35% and 40%

If you fail modules at Stage 1, you normally retake them in the August immediately following.

These would count as your final attempt.

Requirements to complete Stage 2

In order to progress to Stage 3 of your Degree programme, you must:

- Achieve an overall average of 40% over 120 credits
- Have no more than 40 credits of failure between 35% and 40%

If you fail modules at Stage 2, you normally retake them in the August immediately following.

These would count as your Final attempt.

- If you fail a module and then retake and pass it, a pass mark of 40% goes forward to the calculation of your final Degree results. You are required to retake and pass the assessment in order to continue into the next Stage - not in order to upgrade your Degree result.
Further points

All the Stage 2 modules count towards your final Degree classification. For BEng their contribution to the overall Degree classification is 1:2 (Stage 2: Stage 3). For the MEng, the degree classification will be determined on the basis of all the modules taken at Stages 2, 3 and 4 with the weighting of the stages being 1:2:2 (Stage 2: Stage 3: Stage 4) with the exception of candidates on MEng Industry (H815) who commenced their studies prior to September 2015 for whom the weighting of the stages will be 1.5:1:2.5 (Stage 2: Stage 3 and Stage 4).

Progression to Stage 3: to progress on the MEng Hons (or to change to this Degree programme from BEng), you must achieve an overall Stage 2 average of 60% and fail no modules at the first attempt. Students registered for MEng who fail to satisfy these conditions will be transferred to Stage 3 of the BEng programme.

Progression to Stage 3 MEng Industry: to progress on to the Master of Engineering in Chemical Engineering with Honours in Industry (H815), candidates must achieve an overall Stage 2 average of 65% and fail no module at the first attempt.

Progression to Stage 4 MEng: This option is open to BEng students upon achieving a Stage 3 average of 60% and failing no modules at the first attempt. Stage 3 MEng students failing to satisfy these conditions will be required to graduate after Stage 3 with BEng Hons Degree of the classification given by the BEng regulations (Stage 2: Stage 3 = 1:2).

BEng Hons Degree: Assessment and Final Degree

Your final Honours Degree is based on Stage 2 and the final Stage 3. The weighting of marks is 1:2 (Stage 2:Stage 3). The final classification is allocated by the Board of Examiners and the External Examiner who will see all your course work and papers. Your academic record throughout your course is extremely important here as it will be taken fully into account by the Board in making decisions about students who are on the borderline between Degree classifications.

Progression to Stage 4 MEng: This option is open to BEng students upon achieving a Stage 3 average of 60% and failing no modules at the first attempt. Stage 3 MEng students failing to satisfy these conditions will be required to graduate after Stage 3 with BEng Hons Degree of the classification given by the BEng regulations (Stage 2: Stage 3 = 1:2).

Requirements to complete Stage 3 MEng: If you fail any module at Stage 3, or fail to achieve an overall Stage 3 average of 60%, you will be required to graduate this academic year with a BEng Hons Degree with a classification calculated on the basis of BEng regulations (Stage 2:Stage 3 = 1:2).

MEng Hons Degree & MEng Honours Industry: Assessment and Final Degree

The degree classification will be determined on the basis of all the modules taken at Stages 2, 3 and 4 with the weighting of the stages being 1:2:2 for Stage 2, Stage 3 and Stage 4 respectively with the exception of candidates on MEng Industry (H815) who commenced their studies prior to September 2015 for whom the weighting of the stages will be 1.5:1:2.5 for Stage 2, Stage 3 and Stage 4 respectively.
The final classification is allocated by the Board of Examiners and the External Examiner who will see all your course work and papers. Your academic record throughout your course is extremely important here as it will be taken fully into account by the Board in making decisions about students who are on the borderline between Degree classifications. The External Examiner may also meet selected students for quality control purposes.

Your progress within your programme depends on your assessment marks, as explained in your degree programme regulations. The simplest way to proceed from one stage to another is to pass all credits in a given stage. Should you fail any number of modules, you are allowed the opportunity to re-sit these examinations in August. Re-sit exams are normally held in August, though students may choose to take a year out from the University and re-sit at the next normal sitting during the academic year. Students who registered at the University in 13-14 or later are allowed one re-sit attempt; students who registered in 12/13 or earlier are allowed two. If you satisfy the examiners with your performance on the re-sit, you will have a pass mark (40 for undergraduate, 50 for postgraduate) recorded for that module.

9. Assessment Irregularities and Disciplinary Procedures

Plagiarism checks are compulsory on all appropriate assessments. This means that your coursework assessments will be submitted to Turnitin (directly, by you, or by a member of staff). Turnitin checks work submitted to it against a database of web pages, academic articles and books, and other students’ papers (from Newcastle and other universities) and highlights any matches between your work and those other sources. Matching text does not necessarily mean that you have plagiarised, since you may have correctly referenced text from other source.

When you submit your assignments, you will be told whether you need to submit them directly to Turnitin. There are some file restrictions and file size restrictions, and you will be given guidance on what you can and cannot submit. You should always ask your module leader if you have any questions about a specific assignment. The University takes plagiarism and academic conduct very seriously, and you are expected to know how to reference other sources correctly.

As part of the Student Charter, you have agreed to follow University procedures and to maintain the highest standards of behaviour. The University is committed to ensuring that assessments are fair for all students, and it has established a procedure for dealing with situations in which one student uses improper means to ‘get ahead’ on an assessment. These situations are called assessment irregularities, and they may include (but are not limited to), the following:

- 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, defined as the unacknowledged use of another person’s ideas, words or work either verbatim or in substance without specific acknowledgement. It is also possible to plagiarise yourself if you submit the same work for multiple assignments or do not acknowledge ideas or words that you have submitted previously.
The University’s assessment irregularity procedure in full can be found here: [http://www.ncl.ac.uk/students/progress/Regulations/SPS/assessment.htm](http://www.ncl.ac.uk/students/progress/Regulations/SPS/assessment.htm)

More generally, at Newcastle we value high standards of academic conduct. Conduct is an important part of maintaining and developing our reputation. Good academic conduct reflects the values which underpin academic life, such as honesty, integrity, a shared community of ideas and respect for others’ work. The Right-Cite for Good Academic Conduct ([http://www.ncl.ac.uk/right-cite/](http://www.ncl.ac.uk/right-cite/)) provides a detailed account of the issues governing academic conduct and gives you access to a range of resources. There is also information on appropriate style and referencing guides here: [http://libguides.ncl.ac.uk/referencing](http://libguides.ncl.ac.uk/referencing)

You can expect to receive a briefing on academic conduct and the referencing guidelines that you are expected to follow. You are in turn expected to do the following:

- Maintain high standards of academic conduct
- Show a commitment to academic honesty in your work
- Be familiar with and apply the guidance provided by your School on proper referencing and good academic practice
- Avoid plagiarism

The Student Disciplinary Procedure will apply to any student who is alleged to have breached the University’s code of conduct. More information is available here: [http://www.ncl.ac.uk/students/progress/Regulations/SPS/disciplinary.htm](http://www.ncl.ac.uk/students/progress/Regulations/SPS/disciplinary.htm). This procedure applies to any student who breaches academic codes of conduct as well as non-academic situations (disruption, anti-social behaviour, theft and fraud, violent behaviour, criminal offences, etc.)

### 10. Recognition of Prior Learning and Credit Transfer

The University acknowledges that some students will start their time at Newcastle with prior experience – either of studying at other universities or from work. We want to recognise students’ past work appropriately, so you may be able to apply for Recognition of Prior Learning (if you have credits from a non-UK university or relevant experience) or credit transfer (credits from a UK university).

If your application for RPL or credit transfer is successful, you will not have to take the module (or modules) identified in your application. However, any previous marks (at another University) will not be counted toward your Newcastle degree classification. If you receive credit transfer, you will be considered to have ‘passed’ the module; if you receive RPL, you receive no credit for the module but will be exempt from taking it. It may not always be to your benefit to apply for RPL or credit transfer, since it means that you will have fewer modules that count toward your final degree classification (meaning that each one carries a greater weight).

If you successfully apply for RPL or credit transfer, you could gain permission to study modules outside the degree programme regulations or additional optional modules, with DPD approval, up to a full credit load. If you do so, these modules will count toward your final degree classification.

More information about RPL and credit transfer will be available from your School, including information on how to apply and whom you should contact if you have questions. The University policy is available here: [http://www.ncl.ac.uk/ltds/assets/documents/qsh-ct-rpl-pol.pdf](http://www.ncl.ac.uk/ltds/assets/documents/qsh-ct-rpl-pol.pdf)
Section F: Student Representation and Feedback

1. Overview

The University values your opinion very highly – we want to know when things are going well and when you think things can be fixed. We have a number of ways of trying to get student feedback, including module evaluations and student participation on committees. It’s important that you take these questionnaires and opportunities seriously and give your honest opinion. It is also important that you provide specific evidence of what’s going right or not so well – it helps us when we know more specifically what is going on – and that you are respectful in the types of comments that you provide.

There is more information about student opinion – and some information about actions that have been taken by the University as a result of your opinions – on the ‘You Said We Did’ website (https://internal.ncl.ac.uk/yousaidwedid/).
The University explanation of how it works in partnership with students is available in the Policy on Student Representation: http://www.ncl.ac.uk/ltds/assets/documents/qsh-studentrep-pol.pdf.

2. Module and Stage Evaluations

At the end of each semester, you will be asked to complete an evaluation for each module you take. These evaluations are used to find out about your experiences, assess the positive features of a module, and identify anything that could be improved in the future. You will be asked questions about the structure and content of the module as well as about the lecturers and/or tutors involved. Module evaluations will be tailored by the School so that they are appropriate for the specific module.

At the end of the year, you will be asked to complete an evaluation for the programme stage that you have just completed. This evaluation is a bit different, as it will ask you questions about aspects of your experience other than specific modules: Library and electronic resources, assessment and feedback across the programme, personal tutoring, student representation, etc.

It’s important in these evaluations that you are specific about what is positive and/or negative, that you are realistic, and that you focus on the issue, not the person (don’t say anything offensive about a person involved on the module or programme). It also helps if you suggest solutions – we will take these seriously!

You will receive a link to the module and stage evaluations through email, and you can then complete the survey online and anonymously. You will find links to your evaluations in the ‘My EvaSys’ panel in Blackboard (on the My Institution page) – these links only appear when there is an evaluation open and ready for you to complete it.

More information about module evaluations, including interviews with academic staff explaining why they are important and how changes have been made based on student feedback, is available here: https://internal.ncl.ac.uk/yousaidwedid/surveys/

3. National Surveys

The University participates in the four big national student opinion surveys: National Student Survey, Postgraduate Taught Experience Survey, Postgraduate Research Experience Survey, and the International Student Barometer.
National Student Survey (NSS) - The NSS contribute to public accountability, help inform the choices of prospective students, and provides data that allows informed decisions to be made to enhance the UG student experience. The NSS typically runs February through April annually. It includes all full-time and part-time UK, EU, and international final year undergraduate students studying at Newcastle main campus and Newcastle University London (NUL), including eLearning students based in the UK. The University runs a Newcastle Student Survey through EvaSys is designed for students who meet the basic NSS requirement, but are based outside of the UK at Newcastle University Medicine Malaysia (NUMed), Newcastle University International Singapore (NUIS), or are non-UK based eLearners. The NSS excludes incoming and exchange students. See http://www.hefce.ac.uk/lt/nss/ for more information. Previous year’s NSS results are available on the Planning Office website https://internal.ncl.ac.uk/planning/students/nss.htm.

Postgraduate Taught Experience Survey (PTES) - The PTES explores postgraduate taught student experiences in learning and teaching, skills development, organisation, resources, and engagement with the course. The PTES typically runs mid-April through mid-June annually. It includes all full-time and most part-time UK, EU, and international postgraduate taught students studying a programme of at least 60 credits, the greater part of which is at M level, including eLearning students. The PTES exclude students who are studying a single module only, such as Continue Prof.essional Development and occasional students. This population should include study abroad and exchange students. Also see https://www.heacademy.ac.uk/research/surveys/postgraduate-taught-experience-survey-ptes. Previous year’s PTES results are available on the Planning Office website https://internal.ncl.ac.uk/planning/students/ptes.htm. This survey is similar to the NSS, but for postgraduate taught students.

Postgraduate Research Experience Survey (PRES) – The PRES gathers information about the experience of research students, focusing on students’ experiences of supervision, resources, research community, progress and assessment, and skills and professional development. It also considers students’ motivations for taking their programme. The PRES runs every odd ending year; e.g., 2017, 2019, typically in the Spring.

It includes all full-time and part-time UK, EU, and international postgraduate research students. See https://www.heacademy.ac.uk/research/surveys/postgraduate-research-experience-survey-pres. Previous year’s results are available at https://internal.ncl.ac.uk/planning/students/pres.htm. This is similar to the NSS, but for postgraduate research students.

International Student Barometer (ISB) – The ISB tracks and compares the decision-making, expectations, perceptions, and intentions of international students from application to graduation. It enables us to make informed decisions to enhance the international student experience and Dr.ive successful recruitment and marketing strategies. The ISB normally runs in late October through late November. It includes all full-time and part-time EU and international undergraduates, postgraduate taught, and postgraduate research students at Newcastle main campus and NUL students. This survey excluded NUMed and NUIS students, all eLearners regardless of whether they are UK-based, and INTO pre-sessional English course students. Study abroad and exchange students are included in the ISB. See http://www.i-graduate.org/services/international-student-barometer/. Previous year’s results are available https://internal.ncl.ac.uk/planning/performance/isb.htm.

For more information about our student opinion surveys go to http://www.ncl.ac.uk/ltds/student/opinion/; also, see how the University has listened to previous feedback by going to:
Official invitations from the University asking you to participate in national surveys will be sent to you from newcastlesurveys@ncl.ac.uk.

4. Student Representation on Committees

You will have an opportunity to elect student representatives within your School. You may wish to be a student representative yourself! Student representatives are a crucial link between the student body and staff, since they find out what other students are thinking and can work through agendas to help improve the student experience.

Course representatives elected by their peers will participate in the **Student-Staff Committee** (meeting 3 times per academic year), which is chaired by a student. Even if you’re not a student rep, you will be able to contribute to the agenda – tell your rep what you think should be discussed! – and read the minutes of the meeting afterwards. Course representatives are also asked to attend the Board of Studies (meeting 2 times per academic year), which oversees teaching activities in the School.

School representatives are appointed by the Students Union to represent their School at the **Faculty Learning, Teaching and Student Experience Committee (FLTSEC)**. Each School should have one undergraduate rep and one postgraduate rep. These reps take opinions from the student body to a bigger Faculty committee and have a direct voice in decisions that are being made across the Faculty.

The Students’ Union provides training for course representatives, chairs and secretaries – more information is available here: [http://www.nusu.co.uk/representation/](http://www.nusu.co.uk/representation/)

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Section G: Ensuring the Quality of Your Degree

1. Mechanisms for Ensuring the Quality of Your Degree

The External Examiner for the Undergraduate Degree Programmes in Newcastle and Singapore is Professor Raffaella Ocone. Professor Ocone is Professor of Chemical Engineering, School of Engineering and Physical Sciences; Mechanical, Process and Energy Engineering, Heriot-Watt University, Edinburgh, EH14 4AS. Professor Ocone was appointed to the role of External Examiner in academic year 2014-2015.

The University is responsible for the quality and standards of all academic awards made in its name. The function of external examiners is to assist the University by providing assurance in their expert judgement that the standards of all awards at Newcastle are at least comparable to those in similar subjects in other universities in the UK and with relevant external referents. External examiners are asked to review programme aims and learning objectives as well as assessment questions and feedback.

In order to help ensure the quality of the education it provides and the maintenance of the standards of its awards, the University places significant reliance on its external examiners by:

- Requiring them to provide independent and impartial advice, as well as informative comment on
the University’s standards and on student achievement in relation to those standards
- Drawing upon their professional advice and expertise and giving full and serious consideration to their reports

For further information see: [http://www.ncl.ac.uk/quilt/resources/assessment/examining.htm](http://www.ncl.ac.uk/quilt/resources/assessment/examining.htm)

You should not contact the External Examiner directly, but you may be asked to meet with them when they come to visit the University. You can also engage with the process through which the University considers and responds to external examiners by participation in Boards of Studies, Student Staff Committee and FLTSEC.

<table>
<thead>
<tr>
<th>The University is responsible for ensuring the quality and standards of all academic awards made in its name. You should have confidence that there are a number of people – inside your School, across the University, and outside the University – who review your degree programme and ensure that it is up-to-date, consistent in its treatment of students, appropriate in its forms of teaching and assessment, and of the highest standards. The key mechanisms are described below:</th>
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<td><strong>Annual Monitoring and Review</strong> – Every year, programmes are asked to comment on what went well and what could be improved (and to provide evidence). Each programme is also required to develop an action plan that lists new projects and activities to improve the degree programme. This AMR is reviewed at Faculty level each year. See the University policy for more information: <a href="http://www.ncl.ac.uk/ltds/assets/documents/qsh-amr-policy.pdf">http://www.ncl.ac.uk/ltds/assets/documents/qsh-amr-policy.pdf</a></td>
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<tr>
<td><strong>Learning and Teaching Review</strong> – Approximately every six years, each School or subject area is reviewed by a panel of University staff and at least one external member who is a discipline-specialist. This review examines the teaching and learning process and speaks with students and staff about their experiences of the programme. More for information, see: <a href="http://www.ncl.ac.uk/ltds/assets/documents/qsh-ltr-policy.pdf">http://www.ncl.ac.uk/ltds/assets/documents/qsh-ltr-policy.pdf</a>.</td>
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<tr>
<td><strong>External Examining</strong> – Each programme will have at least one external examiner, someone who works at a different University or in industry. The function of external examiners is to assist the University by providing assurance in their expert judgement that the standards of all awards at Newcastle are at least comparable to those in similar subjects in other universities in the UK and with relevant external referents. External examiners are asked to review programme aims and learning objectives as well as assessment questions and feedback. In order to help ensure the quality of the education it provides and the maintenance of the standards of its awards, the University places significant reliance on its external examiners by:</td>
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For further information, see: [http://www.ncl.ac.uk/ltds/governance/examiners/](http://www.ncl.ac.uk/ltds/governance/examiners/).

You should not contact external examiners directly, but you may be asked to meet with them when they come to visit the University. You can also engage with the process through which the University considers and responds to external examiners by participation in Boards of Studies, Student-Staff Committee, and FLTSEC.
You can engage directly with LTR by volunteering to meet with the panel (if there is an LTR while you are a student) or by volunteering to serve as a student panel member for an LTR in another School. You can engage with AMR. and external examining through the student representation system and by participating in School and Faculty committees.

Section H: Resources

1. Tools for Study and Revision

**ePortfolio** - You are able to make use of the ePortfolio tool to record, reflect and evidence the skills, knowledge and abilities which you develop during your time at Newcastle University. By using ePortfolio you will give yourself a definite advantage when it comes to applying for jobs or further study. This electronic tool enables you to collate your thoughts, plans and achievements and build on them for the future. You can also use this to record your personal tutorial meetings. This facility is secure and private; only you have access to the information contained here, unless you make it available to others. The only exception to this is the information you provide to your Personal Tutor which is available to you both and no one else. To start using ePortfolio, or to learn more about it, please log onto Blackboard where you will find more information and simple instructions to follow. Alternatively, you can log into ePortfolio via https://portfolio.ncl.ac.uk/

**Blackboard** - Information on your modules is also available on Blackboard which all students are able to log on to using their University username and password. Some lecturers will use Blackboard to a greater extent than others, but you can expect to find, as a minimum, for each module, contact details for the lecturers teaching the module, the module outline and lecture notes and other teaching materials for the module or links to these documents. Blackboard is available at https://blackboard.ncl.ac.uk/webapps/portal/frameset.jsp

**ReCap** is a lecture and event-recording service available at Newcastle University. It allows audio and visual material including the lecturer's voice, presentation slides, visualised documents and objects to be recorded and published online in an automated, easy-to-use process. Information on how to use the ReCap site can be found at http://teaching.ncl.ac.uk/recap/students/

2. University Library

The University Library Service provides access to a wide range of resources, services and study spaces as well as Professional expertise to help you to be successful in your studies and research. The Robinson Library is open 24 hours a day during term-time, and the Walton and Law libraries are open until late. The library Liaison Officer for Chemical Engineering is Julia Robinson (Julia.robinson@ncl.ac.uk)

The libraries house over 1 million books, subscribe to over 26,000 journals and provide access to more than 6 million ebooks. Library Search (libsearch.ncl.ac.uk) can be used to locate books, ebooks, journal articles and a lot more information using a single search. High demand items can be found in the Student Text Collection (STC) and are bookable online. The Robinson Library also houses the Special Collections (www.ncl.ac.uk/library/specialcollections), which are made up of rare and historic books, manuscripts, maps and illustrations.

The Library's Subject Guides (http://www.ncl.ac.uk/library/subject-support/) bring together tailored, subject-
specific information, resources and databases and are the best place to start your exploration of the Library’s resources for your specific discipline.

The libraries are excellent places to study. They have a range of silent and quiet areas plus group and collaborative learning spaces. They collectively house over 560 computers. Wi-Fi is also available so you can use your own devices or borrow one via our Laptop Loan Scheme.

The library’s online study space monitor [http://www.ncl.ac.uk/library/about/study-space-availability](http://www.ncl.ac.uk/library/about/study-space-availability) is a good way of checking availability.

Library Staff are available at information points and service desks to help you to find the information you need. They also offer workshops and one to one consultancies to help you improve your information skills. Alternatively you can use our online Library Help service 24/7 (libhelp.ncl.ac.uk) to access support no matter where you are. If you have any questions or need any help ask a member of Library staff or contact via us via LibraryHelp (libhelp.ncl.ac.uk) – we are here to support you through your course. For further information on Library services see [www.ncl.ac.uk/library](http://www.ncl.ac.uk/library)

3. Writing Development Centre

| Location: | Level 2, Robinson Library |
| Website:  | [http://www.ncl.ac.uk/students/wdc/](http://www.ncl.ac.uk/students/wdc/) |
| E-mail:   | wdc@newcastle.ac.uk |
| Twitter:  | @NCL_WDC |

The Writing Development Centre’s role is to help you become a confident and successful independent learner. Our team of tutors specialises in issues around writing for assessment and associated topics including:

- Understanding assignment questions and marking criteria
- Critical thinking, critiquing and reviewing literature
- Planning and structuring writing (incl. paragraphing)
- Academic writing style (incl. fundamentals of grammar)
- Avoiding plagiarism
- Managing time, work and writing (incl. writers block and procrastination)
- Exams and Revision (excluding take-home exam papers, except in general terms)
- Presentations and posters

We work closely with colleagues in other services such as the Library, Student Wellbeing and INTO who can also help you to develop your academic skills.

Our approach is developmental – we don’t ‘check’, proofread or correct work for you, but we do help you identify and develop effective strategies which will suit your subject and your own study preferences and help upgrade your academic performance. We work with students at all levels from Undergraduate to Postgraduate and across all subjects.

We run a programme of lectures, workshops and other group sessions throughout the academic year on core academic skills topics, which are open to all students. We are also invited by Schools and Faculties to run subject-specific sessions as part of degree courses. We offer one to one tutorials based in the Writing Development Centre that focus in depth on a specific issue you want to work on. Tutorials with us are centred
on your individual academic development and are non-judgemental, supportive and strictly confidential. Appointments should be made online via our website. We also maintain a range of online resources on academic skills and writing.

To make an appointment, book a workshop or find out about our opening hours, please see our website [http://www.ncl.ac.uk/library/subject-support/wdc/index.php](http://www.ncl.ac.uk/library/subject-support/wdc/index.php)

### 4. INTO Newcastle In-Sessional English

The INTO Newcastle In-Sessional team can provide information on:
- The University English Language Assessment (UELA)
- Free academic English language classes for Newcastle students whose first language is not English
- One-to-one English language tutorials (where you can meet with a teacher for 25 minutes to discuss specific problems)

The In-Sessional language programme can provide both non-credit-bearing support and credit-bearing modules. Your School will be able to tell you if you need to take a credit-bearing module.

More information about the In-Sessional programme is available from the INTO website: [http://www.ncl.ac.uk/students/insessional/about/insessional.htm](http://www.ncl.ac.uk/students/insessional/about/insessional.htm).

### 5. Maths-Aid

Maths-Aid is a drop-in centre providing a free and confidential service to all students of Newcastle University on all aspects of mathematics and statistics including:
- Preparation for exams
- Developing problem solving and numerical skills
- Advice on correcting mistakes and overcoming problems in everyday academic work
- Help in understanding lecture notes
- Advice on graduate numerical skills tests

More information is available from the website: [http://www.ncl.ac.uk/students/mathsaid/](http://www.ncl.ac.uk/students/mathsaid/).

### 6. Computing Facilities in Merz Court

The Computing Clusters located within Merz Court are independent computing facilities provided by the School of Chemical Engineering and Advanced Materials (CEAM) for exclusive use of CEAM Students and Staff. The Cluster systems are split between C11 Pilot Plant, C111 Design Suite, C414, C419.

There are a selection of black and white and colour LaserJet printers in rooms C111, C414, C419 and printing via these LaserJet printers is accomplished by an independent CEAM specific print metering facility. Printing is currently charged at 4p per page mono and 12p per page colour (2015-2016).

All CEAM students are allocated £50 of free print credit at the beginning of every academic year and this has been determined as sufficient to cover the print requirements of the particular periods of study. The print credit will be allocated automatically before the end of October and any surplus will be removed at the start of the following academic year.
Students are advised to manage their print credits across stages in accordance with the method of allocation and any supplementary requests for print credit are via request of their tutor and subject to inspection of their print usage.

You are encouraged to use computing facilities for word-processing, data handling and analysis. The use of computers will also be incorporated into the teaching programmes for most modules, and you will often prepare and submit coursework electronically. There are facilities available at School, Faculty and University level, and you can use this link to find available computers on campus: http://m.ncl.ac.uk/

If you have any questions about computing facilities or software, including email and printing, please check the NUIIT information available to students: http://www.ncl.ac.uk/itservice/studentitservices/

7. Careers Service

The Careers Service is situated in King’s Gate, Level 1.
Opening hours:
Monday, Tuesday, Thursday, Friday 9:00 to 5:00
Wednesday 10:00 – 5:00
Whatever your ambitions, values, degree subject or stage, the award-winning Careers Service exists to help you make the most of your unique skills and experiences. Whether you are seeking a graduate career, going on to further study or starting your own business, the Careers Service offers a range of support to help you realise your potential while you are studying and for up to three years after you have graduated. There are so many career options to explore, and the Careers Service website (http://www.ncl.ac.uk/careers/) will provide you with an idea of the opportunities available.

Careers offers you:
- Information on occupations and employers
- Advice on working life during and after your degree
- Business start-up resources and one-on-one advice (www.ncl.ac.uk/careers/riseup)

It can help you with:
- Deciding 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

8. Health and Safety

The University has a duty to keep you healthy and safe whilst you are studying with us. The Occupational Health and Safety Service (OHSS) is a central support service which helps Schools and Institutes to meet their legal requirements under health and safety legislation.
The University and each School or Institute have a health and safety policy which provides important information on how health and safety is managed and consists of three sections:

- **Statement of Intent** - a commitment to protect the health and safety or all staff and students signed by the Head of Unit;
- **Responsibilities** - a summary of the health and safety responsibilities for each level of staff and students. Students are expected to be responsible for their own actions and any activities which may adversely affect staff, fellow students or visitors.
- **Arrangements** - this is usually the largest part of the policy and contains detailed information on how the School or Institute manages health and safety locally. For example it will tell you about the arrangements for health and safety training, risk assessments and computer workstation assessments. Students are encouraged to dip in and out of this part of the policy as needed.

We take the safety of our staff and students very seriously. Find out what procedures and policies we have in place at [http://www.ncl.ac.uk/ceam/about/safety/](http://www.ncl.ac.uk/ceam/about/safety/)

The Health and Safety policy is an important document and students should make sure they have or know where to find a copy of their School or Institutes policy.

If students need any health and safety advice or information they should speak to their academic tutor in the first instance. In addition each School and Institute has a School Safety Officer (SSO) who is an invaluable source of local advice. The name and contact details of the SSO will be provided in the health and safety policy.

The University is legally required to carry out risk assessments for all its work activities. A risk assessment is a careful examination of each work activity to decide what could cause harm and to decide if the current precautions are sufficient. Students may be asked to complete a risk assessment for an individual project or work activity as part of their academic studies. Standard operating procedures are also sometimes used in conjunction with risk assessments to give step by step guides to carrying out work activities safely.

Each Faculty will provide a health and safety induction and training for students. The precise format and number of safety courses will be decided by each Faculty. Students are expected to attend health and safety training and may not be allowed to carry out certain high risk work activities until they have been trained.

Things sometimes go wrong whilst studying. Any accidents or near misses must be reported as soon as possible to the staff member in charge of the session/ area and also to your School office. We will not blame individuals, please do not try to hide mistakes or cover up when things go wrong. We want you to report accidents and near misses so that we can all learn from our mistakes and take steps to make sure they do not happen again.

In an emergency please contact the Security team 24 hours a day on 6666 or for none emergencies on 0191 208 6817 or security@ncl.ac.uk If you see any physical defect on campus these can be reported to the Estates Support Service helpdesk on 0191 208 7171 or ess-helpdesk@ncl.ac.uk
## Section I: Additional University Contact Information

### Chaplaincy
The Chaplaincy is a team of chaplains working together, appointed by faith communities, recognised by the University and affiliated with the Student Wellbeing Service. The Chaplaincy is committed to working with students and staff of different faiths (and those of no faith) and to making the University a place of religious tolerance and respect.

**Location:** 19/20 Windsor Terrace  
**Telephone:** 0191 208 6341  
**Email:** chaplaincy@ncl.ac.uk  
**Website:** [http://www.ncl.ac.uk/students/chaplaincy/](http://www.ncl.ac.uk/students/chaplaincy/)

### Newcastle University IT Service (NUIT) – The University’s Central Computing Service
NUIT provides the University’s IT infrastructure (networks, servers, etc.) and provides most of the computer services used by staff and students (systems, software and computers for students)

**Location of IT Service Desk:** Old Library cluster (Monday to Friday 9am - 5pm)  
**Telephone:** 0191 208 5999  
**Email:** it.servicedesk@ncl.ac.uk  
**Website:** [http://www.ncl.ac.uk/itservice/](http://www.ncl.ac.uk/itservice/)

### International Office
The International Office provides information and advice on:
- Newcastle programmes and how to apply  
- English language requirements  
- The equivalence of overseas qualifications  
- Erasmus/Study Abroad information  
- Finance and Funding

It also provides an orientation welcome programme and airport collection service.

**Location:** King’s Gate  
**Telephone:** 0191 208 3333  
**Website:** [http://www.ncl.ac.uk/international/](http://www.ncl.ac.uk/international/)
Language Resource Centre
The Language Resource Centre provides materials and facilities for the research, learning, teaching and practise of over 50 foreign languages and is available to all students and staff of the University.

Location: Old Library Building
Opening hours: Mon – Thurs (9am - 7.15pm) Fri (9am – 4.45pm) 
Sat: Closed (apart from 25 April – 30 May, 10am – 4pm)
Telephone: 0191 208 7490
Email: language.resource@ncl.ac.uk
Website: http://www.ncl.ac.uk/langcen/

Nightline
Nightline is the confidential listening and information service run for students by students.

Telephone: 0191 261 2905 (8 pm to 8 am)
Website: http://www.nusu.co.uk/support/nightlinenightbus/

Students’ Union

Location: Students’ Union, King’s Walk
Telephone: 0191 239 3900
Email: student.union@ncl.ac.uk
Website: http://www.nusu.co.uk/

Student Wellbeing Service
Student Wellbeing provides information, advice and guidance on a wide range of student support issues to enable all students to maximise their potential whilst at University.

Location: King’s Gate
Telephone: 0191 208 3333
Text phone: 18001 0191 208 3333
Email: https://my.ncl.ac.uk/students/contact
Website: http://www.ncl.ac.uk/students/wellbeing/about/

Appendices

Section A: Introductory Information:
http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/
- Key Dates: http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/dates/
- University Timetables: http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/timetable/
- Student Charter and Offer: http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/charter/
- Attendance: http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/attendance/
- Student Self-Service Portal (S3P): http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/s3p/
Section B: Degree Programme and Module Information:
http://www.ncl.ac.uk/ltds/governance/modules/dph/degreeprogramme/

Section C: Student Support: http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/
- Personal Tutoring: http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/personaltutoring/
- Peer Mentoring: http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/peermentoring/
- Student Services (King’s Gate): http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/studentservices/
- Student Advice Centre: http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/advicecentre/

Section D: What to do if things go wrong:
http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/
- Illness and PECs: http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/illnessandpec/
- Change of Circumstances: http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/circumstances/
- Complaints and Appeals: http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/complaintsandappeals/

Section E: Assessment and Feedback:
http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/
- Coursework Submission/Late Submission: http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/submission/
- Exams: http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/exams/
- Feedback: http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/feedback/
- Marking and Moderation: http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/markingmoderation/
- Assessment Irregularities/Disciplinary Procedures: http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/irregularities/

Section F: Student Representation and Feedback:
http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/
- Module Evaluations: http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/evaluations/
- External Surveys: http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/externalsurveys/
- Student Representation: http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/studentrepresentation/

Section G: Ensuring the Quality of Your Degree:
http://www.ncl.ac.uk/ltds/governance/modules/dph/ensuringquality/

Section H: Resources: http://www.ncl.ac.uk/ltds/governance/modules/dph/resources/