Welcome to the School of Mechanical and Systems Engineering in Singapore. On behalf of all members of staff both in Singapore and in Newcastle we wish you a happy and successful period of study here.

A key feature of a degree programme is that you develop the professional capabilities of independent personal self-management and self-development. However please always feel free to discuss any queries and concerns with your Personal Tutor or the Programme Director of your course of study. Anything that is likely to interfere with your ability to progress satisfactorily through your studies will be of concern to us. We want you to achieve your full potential and not to be distracted by worries beyond your academic control. Sharing a problem in a confidential manner with an experienced staff member will often overcome what might otherwise seem to be an intractable issue.

We wish you well in your studies and expect you to enjoy your time with us.

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Head of School  
John.Appleby@ncl.ac.uk

Dr Sandy Anderson  
Degree Programme Director, Newcastle  
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Dr Kheng Lim Goh  
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1. INTRODUCTION

Newcastle University was established in 1834 and has a city centre campus in Newcastle upon Tyne in the North East of England. Newcastle is one of the UK’s top twenty research institutions, and is a member of the prestigious Russell Group.

The School of Mechanical and Systems Engineering is part of the Faculty of Science Agriculture and Engineering (SAGE). The Head of School is Dr JC Appleby and there are currently about 88 Academic, Research and Support Staff and over 450 students. Within the School are the main academic group, delivering taught and research degrees and undertaking research, the University Railway Research Centre NewRail, and the Design Unit Gear Technology Centre, who provide services relating to gears and transmissions to industry worldwide.

The School can trace its origins back to 1871 when Engineering was first taught at the then Armstrong College. In this early period pioneers such as Stephenson, Armstrong and Parsons had put Tyneside at the heart of the Industrial Revolution. Now, at the start of the twenty first century, the School relies on all the subsequent developments in electronics, IT, new materials and business processes to further its core activities in Mechanical Engineering. Building on this tradition, the School is proud to be launching an undergraduate degree programme to be offered in collaboration with the Singapore Institute of Technology (SIT).

This Handbook details the aims and objectives of the degree programme, its structure, organisation and methods of teaching and assessment. It also provides an introduction to the teaching staff. The handbook contains details of the individual modules plus a lot of other useful general information which will be invaluable to you throughout your studies. This handbook should be read in conjunction with the SIT student handbook for the current academic year.

Please read through the handbook to familiarise yourself with its contents and then keep it in a safe but readily accessible place so that you can refer to it whenever necessary. The answers to many of the questions you will want to ask during the academic year can be found within the handbook therefore you are encouraged to use it as your first source of information. If you do have queries about your studies which are not covered in the handbook, or if there are any other matters, personal or academic, with which you need some assistance please contact your Personal Tutor in the first instance or, if your Tutor is not available, the Programme Director.

It is the responsibility of students to familiarise themselves with the rules affecting their programme of study, and to make note of all posted notices (whether in electronic or paper form) across the campus. In particular students should note the dates of the semesters and the examination periods at the end of each semester.
The Academic Year

Semesters and Terms

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Vacation</th>
<th>Spring Term</th>
<th>Vacation</th>
<th>Summer Term</th>
</tr>
</thead>
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<table>
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<tr>
<th>First Semester</th>
<th>Second Semester</th>
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</thead>
<tbody>
<tr>
<td>Examination period 14 – 25 January 2013 (including Saturday 19 January)</td>
<td>Examination period 20 May – 7 June 2013 (including Saturday 25 May and 1 June)</td>
</tr>
</tbody>
</table>

Induction Week
The week beginning 24 September is allocated for induction procedures. You will see your personal tutor, meet the teaching staff, and register as a student at Newcastle University.

Examination Dates

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Monday 14 January 2013 to Friday 25 January 2013 (including Saturday 19 January)</th>
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<tbody>
<tr>
<td>Semester Two</td>
<td>Monday 20 May 2013 to Friday 7 June 2013 (including Saturday 25 May and Saturday 1 June)</td>
</tr>
<tr>
<td>Resits</td>
<td>Monday 19 August 2013 to Friday 30 August 2013 (including Saturday 24 August)</td>
</tr>
</tbody>
</table>
Summer Resit Examinations 19 to 30 August 2013 (including Saturday 24 August)

Students must make themselves available in Singapore for resit examinations during the above period. You should bear these dates in mind therefore when making arrangements for the summer immersion programme, vacation employment and holidays.

2. TEACHING STAFF

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Design

Mr CHOONG Keng Seng
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Supply Chain Management

Dr Alfred Tan
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Thermal Systems
3. ADMINISTRATIVE STAFF

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Email: Janice.Trewick@ncl.ac.uk

Ms Sherry Chua, Programme Coordinator
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4. DEGREE PROGRAMMES: AIMS AND OBJECTIVES

Degree Programme Aims

This degree programme is intended for students having appropriate relevant Accredited Prior Learning (IEng- and EngTech-type) at Framework for Higher Education Qualifications (FHEQ) Level 4 or higher, as exemplified by Singaporean Polytechnic Diplomas in engineering and manufacturing to make a two-year transition to a UK Bachelors Honours degree (CEng-type FHEQ Level 6) which:

- Provides manufacturing industry and the engineering profession in Singapore and elsewhere with employable and enterprising graduates prepared for the assumption of technical, managerial and financial responsibilities and progression to chartered professional engineer status, building on their awareness of current technologies and industrial practice to develop a “mindset” for original thinking and autonomous development of innovative manufacturing systems.

- Develops students’ existing qualifications and “know how” base to develop an understanding of:
  - The synergy between manufacturing and mechanical, materials and mechatronics engineering, with the need for systems thinking in the design of innovative products in an inter-disciplinary context.
  - The importance in engineering design of the behaviour of materials and of sustainability during all the phases of manufacture, service life, subsequent decommissioning and recycling of products.
  - The value of analytical skills, critical thinking and the ability to work from first principles with an awareness of implicit assumptions and limitations.

- Provides students with a UK qualification that is internationally recognised and which
meets the requirements of the FHEQ and of the Engineering Council (UK) UKSpec for CEng Accredited Bachelors Degrees, while conforming to the relevant sections of the QAA Code of Practice.

- Prepares students to engage in life-long learning (eg professional Continuing Professional Development or continuing Higher Education at Masters-level) and critical enquiry with skills in research and knowledge acquisition and an appreciation of the value of education to the wider community.

5. **SUMMER IMMERSION PROGRAMME**

Students will have the opportunity to spend four weeks in Newcastle in the summer vacation (from July 2013). The purpose of the summer immersion programme is to give students the opportunity to spend time at our Newcastle campus participating in an intensive programme of academic enhancement which aims to complement your studies in Singapore. The programme is intended to develop you as independent professional engineers (especially for your own major final year project) and will include guidance sessions from our award-winning Careers Service, meetings with Student Union representatives, library visits and workshops, research and professional skills sessions, and the opportunity to meet with Newcastle-based academic staff.

Students will be accommodated in self-catering student flats close to the main Newcastle University campus. There will be an intensive study programme but students will also have plenty of free time to explore Newcastle and the surrounding area. The programme is included in the overall tuition fee but students will need to budget extra for travel and accommodation costs.

A briefing on the summer immersion programme will be held in conjunction with SIT during the Spring Term. Further information on the summer immersion programme can be found at the following link:

[http://www.ncl.ac.uk/singapore/students/immersion/](http://www.ncl.ac.uk/singapore/students/immersion/)

6. **STUDYING AT UNIVERSITY - WHAT DOES THIS MEAN?**

**Student Charter**

Students as well as staff have an important role to play in maintaining the quality and reputation of degrees awarded. The Student Charter and Student Guide outlines the standards of provision that students can expect from staff, and the expectations that the University has of students in being responsible adults who are proactive and self-reliant learners [http://www.ncl.ac.uk/students/progress/student-resources/guide/](http://www.ncl.ac.uk/students/progress/student-resources/guide/). The University is committed to equal opportunities and fair practice. Students are expected to treat staff, other students and people in the community with respect and courtesy.

The overall principles identified in the Charter apply to all students, regardless of their programme or location. These principles are therefore generally applicable to students enrolled on programmes in Singapore in collaboration with SIT, although the detail of implementation may have been adapted slightly to reflect local circumstances. For definitive information on local processes and practice, students should refer to programme handbooks and advice from Newcastle University staff.
Teaching and Learning

The modes of teaching and learning are chosen to meet the objectives of each module and are contained in the relevant module outline forms (or MOFs). You can access these via the module catalogue through logging into http://ras.ncl.ac.uk – open Communications and Browsers and then IE for On-Campus Web Pages, and type “mofs” into the address bar on the University’s home page. It should be appreciated that learning is the objective for the student. Lectures do not contain all the material needed to obtain good marks. This means that self-guided private study is a major and essential part of your studies, whose quantity and quality will determine your progress.

Transition from Polytechnic to University studies

Occasionally, students may find the transition from Polytechnic to University difficult, since at University the emphasis is more on managing your own studies and having greater responsibility for your own learning. University study is a serious business involving much more than simply being a regular attendee at lectures, tutorials and practical classes, and submitting the required pieces of course work. A University student is expected to devote most of his or her time and energy to study and related activities. There is, however, plenty of support available. If you feel that you are having problems with your studies it is important that you seek advice from your personal tutor in the first instance. Your personal tutor is there to provide help and guidance, to oversee your academic development and your performance in individual modules, and to assist you with any problems that may arise. For further information on the personal tutor system, see section 8, Degree Administration and Support.

Organising your study

Start promptly. Avoid the trap of wasting time at the start by doing trivial jobs. Examine sceptically any 'reasons' you invent for postponing the difficult part of an afternoon's or evening's work.

Make sure that your study time is genuinely productive. Ask yourself whether you are really learning or thinking - or are you merely frittering away your time? You waste time if you merely write out lists to be learned or acted upon on some later occasion (although a general plan of what to do during the week, etc. is useful), or if you copy out notes without thinking about what you write. Beware of satisfying your conscience by doing undemanding tasks which save you the effort of thinking.

Review your work for the evening (and also for the week and for the term) in order to make sure that you allot an appropriate amount of time to each of your subjects and to each part of each subject. Give the important or difficult tasks priority. Tackle them first, or at least arrange your study so that the work which needs careful thought or special attention is done while you are still fresh (try to avoid working late at night).

Can you recognise the appropriate time to stop for a break? Studying when you are tired may be unproductive: five minutes' rest may get you through the next hour's work in three quarters of the time.

Learning, understanding and remembering

Understanding is the key to learning and remembering. If you understand a principle, it is easy to remember it. If you do not understand a topic, look it up in a textbook (use the index), or discuss it with another member of the class (this is a good way of learning). Use the library. If you feel confident that you have understood some topics clearly, try to explain them to others.
Don't be afraid to approach the lecturer on any points which do not seem clear. Periodic revision of previous work often helps in understanding.

Learn principles by thinking out examples and relating the examples to the theory.

In trying to remember details, put the book or notes aside from time to time to test yourself. This helps you to identify the points which are hardest to recall. Give these points special attention: just reading the details over and over again is wasteful of time and effort.

**Taking notes**

Leave plenty of space when you take notes, so that afterwards you can add your own annotations and summaries (expand your notes from textbooks, etc.). Use space intelligently (varying the width of the space in from the margin) so as to bring out the relative importance of the various items and their logical structure. Write lists vertically, not horizontally along the line. Use underlining and capitals (especially for names).

Do not try to write down everything that is said in a lecture. Distinguish key points from detail. If you get the bigger picture right, details will follow and settle more easily. Some of the detail may be readily available in a textbook, and some detail may be quoted only for illustration. Taking notes involves following the lecturer's thought and argument, and summarising points so that you can recall and revise the material (see also paragraph 8). Note-taking is not a substitute for thinking.

In taking lecture notes on complex aspects of a subject, do you find that you are missing important points while you are busy writing down unimportant details? If so, you are probably trying to write too much. Concentrate on the main points, summarising them as briefly as possible. Leave large spaces. Then go over the notes as soon as possible afterwards, and fill in the details or examples to amplify the general points.

Read over all your lecture notes fairly soon after each lecture, marking important points and making summaries. This is a good way to get started promptly on an evening's work. "Writing your notes" means working over them in this way, thinking about them, checking points, identifying questions or points of clarification for the next lecture or tutorial, annotating and tidying them - not just copying them out neatly.

**Revision from notes**

Lecture notes clearly need to be understood. At the time of their creation this might have been the case but later on, when revision or learning for the first time is in earnest, comprehension problems can arise. Where clarity is lacking, there will be a need to refer to alternative material found in other students’ notes or the library, or to seek the assistance of the appropriate academic member of staff. In the latter case, it is much more beneficial, for staff and student alike, if you come to a time-tabled tutorial period with relevant questions properly formulated and written out in readily readable form.

There is no unique best way of preparing for revision tutorials or classes. A simple procedure is to place a question mark in the margin of your notes, add to this a subscripted number (e.g. ?_4_4_), and to underline the phrase or equation causing problems, whilst also writing out (as question 4 in this case) what 'type of difficulty you are experiencing'. This 'difficulty' might be related to some physical law or aspect not covered in your earlier studies, to an equation which looks wrong (dimensionally or otherwise) or is not immediately understood or derivable from an earlier statement or equation, or introduces some new or assumed knowledge from another course or subject. Whatever procedure you use or devise the important point is to note what you don't understand, and to know exactly which lines on known pages require further explanation to make the subject more readily comprehensible. This will lead to more efficient use of the academic's time, and ensure that the real problems are addressed in such sessions.
Academic staff cannot always stop what they are doing to see you at the time you call or request an appointment, so use scheduled classes and only if absolutely essential book such consultations in good time and keep your appointments.

Reading

Before starting to read a book or chapter, glance through it. This gives you a general idea of what the book or chapter deals with. Likewise, making lists of the headings used in notes can indicate the thought processes associated with the development of the subject.

In reading, stop periodically and review in your mind the main points of what you have read so far. At the end, look back over the text for a quick revision.

Make your own notes and summaries as you read. Read with a pencil in your hand, if you want to remember what you read.

Managing your time and workload

It is important that you prioritise your workload and distribute your time wisely amongst the various modules you are studying. Try to tackle coursework sooner rather than later and plan your studies carefully over each semester.

The most important points are as follows: motivation, and the ability to organise your own time and study.

Personal Development Planning (PDP)

Students are able to make use of a personal development planner tool (known here as PDP) to record, reflect on and evidence the skills, knowledge and abilities which they are developing during their time at university. By undertaking this process you will be giving yourself a definite advantage when it comes to applying for jobs or further study. In addition this provides a way for you to bring together your thoughts, plans and achievements and build on them for the future.

You can also use the PDP system to record your personal tutorial meetings. All the information you put into PDP is secure and private, it is only accessible to you unless you choose to make it available to others. The one exception to this is the information you provide to your personal tutor which is available to them and to you (but no one else). To start using PDP or find out more about it, please log onto Blackboard (https://blackboard.ncl.ac.uk/) where you will find a tab with the title PDP, click on this and follow the simple instructions to access the PDP system. (Reference to using Blackboard is contained in section 17, Resources and Facilities).

7. DEGREE ADMINISTRATION AND SUPPORT

Personal Tutors

Every student is assigned to a personal tutor, who is a member of academic staff, at the beginning of the degree programme. Your tutor will oversee your academic development. All students are required to see their tutors in order to discuss their progress at the beginning of each semester and at such other times as the Degree Programme Director may require. All students are also required to provide details of an address at which they may be contacted in the final week of the assessment period. Students should notify their tutor at the earliest opportunity of any change in their address and of any other changes in their circumstances which are material to their studies.
It is in your interest to have these regular meetings with your tutor. Your tutor is there to give you general help and guidance and to provide support and advice if you have any problems. Whether these problems are academic, domestic or private, if you are unsure what to do about them, your tutor should be able to help. Whatever you discuss with your tutor will remain confidential if you so wish, although with your permission your tutor can discuss sensitive matters anonymously on your behalf.

Tutors are often asked to provide references for their students to prospective employers and scholarship awarding bodies. Consequently, it is important that student and tutor meet regularly so that progress can be meaningfully reported, and help with personal or academic problems is made available when needed. In the event that students find their personal relationship with their tutor unhelpful, they should contact the Programme Director, who will arrange re-assignment of the student. It is also a good idea let your tutor know about your personal interests and enthusiasms, as this will help the tutor to get to know you better, build up a portfolio to which they can refer when providing references for jobs after graduation etc. and to develop a record of your achievements.

The tutorial system is the University's principal means of trying to ensure that every student has at least one member of academic staff to turn to for help and advice on a personal basis. The relationship between a tutor and a tutee is confidential. Students can talk freely to their tutors and a tutee's confidence will be respected. Information will not be divulged to other colleagues or agencies without a tutee's permission. The University's personal tutor framework can be found at the following link:

http://www.ncl.ac.uk/mech/study/undergrad/handbook/contacts.html#tutor

Use of email

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

You will be given a Newcastle University email account once you commence your studies and you are required to use this account to correspond with University colleagues. This is the best way to ensure that we are corresponding with the right person. Our Spam protection system also identifies the majority of free email services (e.g. Yahoo and Gmail) as infected and automatically deletes messages from these services.

Before sending an email, please consider whether you could find out what you need to know from somewhere else. For example, if this Degree Programme Handbook does not provide the answer, administrative colleagues should be able to answer general queries about such matters as timetabling, deadlines for submission of coursework or examinations. Please remember that email is an alternative means of communication to writing a letter or telephoning and the way your email is written should reflect this. The use of clear and appropriate language is more likely to result in receipt of the information that you need.
Degree Programme Director

The Degree Programme Director has overall responsibility for the structure and academic content of the degree, subject to approval by the Board of Studies, and for communicating general matters to students. Degree Programme Directors have the responsibility to decide whether a student’s academic progress has been satisfactory, permitting them to proceed to the next stage of their programme and to decide whether a student may be permitted to suspend his/her studies for a year.

Programme Director

The Programme Director is responsible for overseeing teaching provision at the Singapore campus on behalf of the Degree Programme Director.

Lecturers

Lecturers are responsible for provision of teaching in specific modules making up the degree programme, and they should be consulted about specific matters concerning their module. In particular, students should determine from the relevant lecturer the methods of assessment to be used in the module and the dates for submission of assessed work forming part of the module.

8. ATTENDANCE AND PROGRESS

It is mandatory and a formal requirement that students be in attendance until the last day of term and participate in all time-tabled components of the degree programme. Occasional absence may be unavoidable and it is good practice to inform the appropriate lecturer if this occurs. Personal tutors should be informed of any absences and illness as soon as possible. Non-attendance will jeopardise good performance in the degree particularly in its more practical aspects. Extended absence without good cause puts a student’s future progress in doubt, and in the extreme he/she may be excluded from the degree programme. (See also section 12, paragraph 10 below on Personal Extenuating Circumstances.)

Satisfactory Progress

Students are required to make satisfactory progress in their studies and such progress shall be reviewed in all modules by the Degree Programme Director. Failure to make satisfactory progress may be grounds for:

(a) Monitoring the attendance of the student or requiring the submission of written work in addition to that required by the degree regulations;
(b) Deferment of the student’s first attempt at the whole assessment for the module(s) concerned from the next normal occasion to August of the same year, to count as the student’s second attempt in all other respects;
(c) Interruption or termination of the programme of study for which the student is registered.

Evidence of Failure to make Satisfactory Progress

Any of the following may constitute failure to make satisfactory progress and all may be taken into account in considering the student’s case:
(a) Failure to attend for interview with the tutor assigned to the student at the start of each semester and at such other times as the tutor may require;
(b) Failure to attend regularly the programme of study;
(c) Failure to perform adequately in work prescribed for the degree programme;
(d) Failure to submit written work required under the degree regulations (whether or not such work counts for assessment purposes) at the required time;
(e) Failure to attend examinations or to satisfy the examiners in the examinations prescribed under the degree regulations; provisional examination results may be used as such evidence.

9. **STUDENT OPINION AND FEEDBACK**

Student opinion and feedback on individual modules and overall degree programmes is welcomed as a means of improving teaching delivery and meeting the overall aims and objectives of the Degree Programmes.

**Individual Module Feedback**

Feedback on individual modules will be taken once module delivery and assessment have been completed. The feedback received will be considered by the module leader and reported to the Academic Advisory Committee, which in turn will make recommendations to the Board of Studies. Any action plans taken will be reported to all students via the Staff-Student Liaison Committee (see below).

**Overall Degree Programme Feedback**

Once you have completed your studies your feedback will be sought on your experience of the degree programme as a whole, including whether the programme met your expectations and your academic aims, and your views on issues such as workload and assessment. Again, feedback will be reported to the Academic Advisory Committee, which will make recommendations to the Board of Studies.

**Student Representation Policy**

Newcastle University’s Student Representation Programme is a partnership between Newcastle University, its students, and the Newcastle University Student Union Society. The aim of the programme is to ensure that every Newcastle University student is represented in the University’s decision making processes and that every student can contribute to the enhancement of their programme and learning experience. Further information can be found at the following link: [http://www.ncl.ac.uk/students/yousaidwedid/](http://www.ncl.ac.uk/students/yousaidwedid/)

**Staff-Student Liaison Committee**

The Staff-Student Liaison Committee provides a forum for discussion of all matters relating to the academic content, assessment and teaching for the Degree Programmes. The Committee will have two student representatives from each year of the programme and will report to the Academic Advisory Committee.
Academic Advisory Committee

The Academic Advisory Committee will meet at least three times per year to review the delivery of the programme(s). The Academic Advisory Committee will make recommendations to the Board of Studies based in Newcastle.

Board of Studies

The Board of Studies is responsible for oversight of all Degree Programmes. It meets at least once per semester. All proposals for modifications to Degree Programmes are discussed at the Board of Studies, which also monitors the progress of the Degree Programmes.

Student Complaints Procedure

Any student believing they have reason for dissatisfaction need not hesitate to voice their complaints – no one need fear that he/she will be treated unfavourably in any way, by any member of staff, as a result. Complaints should usually be taken initially to the person involved. If the matter is not resolved satisfactorily, you should raise it with your personal tutor, your student representative, or the Programme Director. Problems which remain unresolved may be taken to the Degree Programme Director in Newcastle. The University Student Complaints Procedure can be found at the following link:
http://www.ncl.ac.uk/students/progress/student-resources/regulations/complaints.htm

10. ASSESSMENT POLICY

Formal Examinations

Unseen written examinations may include questions of a variety of types, to assess the extent and depth of factual knowledge, theoretical understanding, and the ability to evaluate critically relevant information and concepts. These are held at the end of the semester in which the module is taught. Precise details of examination length and requirements are documented in each module outline.

It is important that you read and follow the rubric on the examination papers carefully. If you answer fewer questions than required you will be given a mark of 0 for each of the required questions not answered. If you answer more than the required number of questions, then the answer(s) awarded the lowest mark(s) will be disregarded. A good policy for examinations is to answer “the question, the whole question and nothing but the question”. The University rules of examination are available at the following web address:
http://www.ncl.ac.uk/students/progress/exams/exams/examrules.htm

Newcastle University is committed to ensuring that disabled students are assessed appropriately and on equal terms with other students. The University aims to provide a fair and flexible examination system for disabled students. If you have a disability or a specific learning difficulty you may or may not have special requirements with regard to your written examinations. On submission of relevant medical documentation, you may be allowed extra time for your written examinations and/or alternative practical arrangements. If you think that this may apply in your case, and you have not done so already, you should contact the University’s Student Wellbeing Service via your personal tutor to discuss any special requirements.
Candidates may only use a pocket calculator in an examination if that particular calculator appears on the University’s approved list. No other calculator or electronic device may be used in an examination. The approved list currently consists of the models listed below:

- Casio FX82
- Casio FX83
- Casio FX85
- Casio FX115

Calculators with additional lettering after the model number (e.g. FX83 WA) are acceptable provided that their model number begins with FX82, FX83, FX85 or FX115. *The Casio FX82 series is no longer in production, but candidates who possess such models are permitted to continue using them.

**Modes of Assessment**

All modules are assessed by examination or coursework, or by a combination of the two. The balance between these two methods of assessment is indicated in the module outline forms, and is dependent on the nature of the subject material, and the method of teaching employed by the lecturer. On occasion other assessment methods may be employed. Assessment procedures are subject to the module ratification procedures of the University, including agreement of the Board of Studies. Examinations are set at the end of the semester immediately following completion of the module. The duration of the exam reflects the credit value of the module.

Coursework exercises are set by the lecturer during the semester, and may be required to be undertaken in supervised coursework periods, or in the student’s own time, or in a combination of both. The aims and objectives of the coursework, the hand in date, and the percentage contribution toward the final module mark will be indicated for each element of coursework. It is intended that approximately 10 hours of work will be required for each credit point associated with the coursework. For example an element of coursework that will contribute 20% toward the final mark for a 10 credit module would normally require 20 hours of work. The Degree Programme Director has authority to vary coursework deadlines if deemed necessary for the effective delivery of the programme. However under normal circumstances students can expect to have their submitted work marked and returned with feedback within four term-time weeks of the submission date.

**What students can do if feedback is not provided within the stated period:**

Students should firstly ask the lecturer directly, failing that they should contact the Programme Director for a satisfactory explanation.

**Past Papers**

Examples of past examination papers can normally be accessed through the following web address: [https://crypt.ncl.ac.uk/exam.papers/](https://crypt.ncl.ac.uk/exam.papers/)

**Examination Registration**

As you will be studying a fully-defined programme with no optional choices you will automatically be registered for all University examinations, please make sure that you check the date, time and location of your examination at [http://www.ncl.ac.uk/examinations](http://www.ncl.ac.uk/examinations).
11. UNDERGRADUATE EXAMINATION CONVENTIONS

Absence from an examination

Where a student is absent without formal approval from an examination, a mark of zero will be returned for that component.

Allocation of marks to assessment methods

Where more than one method of assessment is used for any module, the proportion of the total marks for that module allocated to each method of assessment used shall be as specified in the module outline forms. For this degree a requirement of our accreditors is that the separate components of assessment identified in the module outline form must all be passed in order to obtain a pass mark for the module as a whole.

Reassessment

Students who fail an examination in Year One have the right to two reassessment attempts. Students who fail an examination in Year Two have the right to only one reassessment attempt. The form of the reassessment may vary from the original. A first reassessment attempt will normally take place during the next available occasion of assessment (the summer reassessment period at the end of the academic year in which the original examination was taken). A second reassessment attempt will normally take place at the next occasion of assessment, during the assessment period at the end of the relevant semester in the following academic year. There is no automatic right to reassessment in Year 2. Students not awarded Honours at their first attempt (ie qualifying only for a Pass Degree or Higher Education Diploma) have a single reassessment opportunity (normally in the summer reassessment period) to improve to Third Class Honours.

Non-compliance with assessment requirements

Where a student fails to submit a piece of work by the assessment deadline and without an extension being sought (by submission of a PEC form with supporting documentary evidence eg doctor’s certificate) and approved, the following procedure applies. Note this applies to all assessed work whether it constitutes all or part of the final mark:

(i) work submitted within a maximum of seven days of the assessment deadline is regarded as late and will be given a maximum mark of 40 per cent for the assessment in question;

(ii) where work is submitted more than seven days after the assessment deadline, it will be given a mark of zero.

The relevant University regulations can be found at the following: http://www.ncl.ac.uk/regulations/programme/2012-2013/mech.php

Non-compliance with instructions in written examinations

Where a student answers fewer questions than required she/he shall be given a mark of 0 for each of the required questions not answered and the aggregate mark for the paper shall reflect this.
Where a student answers more than the required number of questions in a particular section of an examination paper or in an examination paper as a whole, the answer (or, if more than one, answers) awarded the lowest mark (or marks) shall be disregarded.

6. Personal Extenuating Circumstances

University Examination Conventions require that all Boards of Examiners for taught programmes hold a PEC Sub-Committee. This has limited membership and is held in advance of the full meeting of the Board of Examiners. The purpose of the Scrutiny Sub-Committee is to consider claims by students of personal mitigating circumstances that have affected their performance in assessments/examinations, and to report to the Board of Examiners its recommendations based on the case that has been presented. No details are to be given to the Board, but a suitable ‘rating’, measuring the level of support, must be documented for the Board.

It is recommended that students who believe that their performance in assessment or examination has been significantly affected by personal extenuating circumstances should inform their tutor that they are making a submission to the PEC Committee, if the student so wishes, to make his/her tutor aware of the particular circumstance and the impact on their performance. To do this, students should complete the PEC form (Student notice of Personal Extenuating Circumstances), a copy of which is included in the Appendices as Appendix A. Please note: circumstances made after examination results are known are not normally considered.

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

12. SAgE FACULTY CRITERIA FOR THE CLASSIFICATION OF WORK

FIRST CLASS HONOURS, 70%-100%

A First Class/Excellent performance 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 and will demonstrate reading beyond the course material and the ability to employ critical reflection. There will be evidence of the ability to think reflectively and creatively. Assignments such as an individual project report will be well-structured and well-referenced.

The deciles within this class may be categorised as

Outstanding: 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.
Excellent (70% - 79%)
Evidenced by a comprehensive understanding, well-structured arguments and insight.

UPPER SECOND CLASS HONOURS, 60%-69%

A Second Class, First Division/Very Good performance 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.

LOWER SECOND CLASS HONOURS, 50%-59%

A Second Class, Second Division/Good performance 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.

THIRD CLASS HONOURS, 40%-49%

A Third Class/Basic performance is one that demonstrates that a student has achieved the minimum level of performance to indicate that they have broadly achieved the intended learning outcomes but at a basic level only. It 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 will be adequately structured and presented but unbalanced with some components poorly constructed, e.g. inadequate/poor referencing.

FAIL, 0%-39%

A Fail/Failing performance indicates that the student has failed to achieve the intended learning outcomes. This 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. A failing individual project will be one in which the student has failed to apply themselves to the task in hand and has presented a superficial view of it.

A Fail/Failing performance may be further classified as:

Borderline (compensatable) fail: limited understanding (35% - 39%)
Evidenced by the demonstration of a threshold understanding in some, though not all, areas. 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 been achieved but the evidence has been poorly presented, or that there are some omissions in that evidence. Note that the Year 2 major project is core and cannot be compensated. It must be passed in order to obtain an Honours degree.
Fail: inadequate understanding (0% - 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.

NOTE: All students are expected to communicate their answers clearly, in good English and written legibly.

13. **DEGREE REGULATIONS 2011/12**

Notes
(i) These programme regulations should be read in conjunction with the University’s Undergraduate Progress Regulations and Examination Conventions.
(ii) A compulsory module is a module which a student is required to study.
(iii) A core module is a module which a student must pass, and in which a fail mark may not be compensated.

1. **Year One (Stage 2)**

All candidates shall take the following compulsory modules:

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total</th>
<th>Credits</th>
<th>Credits</th>
<th>Credits</th>
<th>Level</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEC2101</td>
<td>Numerical and Analytical Methods</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC2102</td>
<td>Principles of Dynamics and Control</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC2103</td>
<td>Concurrent Design and Manufacture</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC2104</td>
<td>Materials and Manufacturing</td>
<td>15</td>
<td>15</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC2105</td>
<td>Control System Technology</td>
<td>15</td>
<td>15</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC2106</td>
<td>Engineering Professional, Legal and Financial Context</td>
<td>15</td>
<td>15</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC2107</td>
<td>Thermal Systems Engineering</td>
<td>15</td>
<td>15</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students who do not have an appropriate qualification in Engineering Drafting and CAD will be required to undertake an additional non-contributory qualification in Engineering Drafting and CAD.

2. **Immersion Programme**

In the summer months between the end of Year 1 and the beginning of Year 2, all candidates shall participate in an Immersion Programme to be held at Newcastle. Details of the Immersion Programme can be found in the Degree Programme Handbook.

3. **Year Two (Stage 3)**

All candidates shall take the following compulsory modules:
<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits Sem 1</th>
<th>Credits Sem 2</th>
<th>Level</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEC3101</td>
<td>Numerical and Analytical Methods (B)</td>
<td>15</td>
<td>15</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC3102</td>
<td>Robotics and Automation</td>
<td>15</td>
<td>15</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC3103</td>
<td>Product Design Engineering</td>
<td>15</td>
<td>15</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC3104</td>
<td>Developments in Materials and Processes</td>
<td>15</td>
<td>15</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC3105</td>
<td>Mechatronic Systems</td>
<td>15</td>
<td>15</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC3106</td>
<td>Operations and Production Management</td>
<td>15</td>
<td>15</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC3190</td>
<td>Manufacturing Engineering Project (Singapore)</td>
<td>30</td>
<td>30</td>
<td>6</td>
<td></td>
<td>Core</td>
</tr>
</tbody>
</table>

3. Assessment methods

Details of the assessment pattern for each module are explained in the module outline.

4. Degree classification

Candidates will be assessed for degree classification on the basis of all the modules taken at Years 1 and 2 (Stages 2 and 3) with the weighting of the years being 1:2 for Year 1 and Year 2 respectively.

14. STUDENT CONDUCT AND DISCIPLINE

Students are expected to:

- Behave in a responsible manner whether on campus, in University accommodation or in the community and observe the rules for using University facilities.
- Treat others with courtesy, fairness and respect regardless of their personal circumstances, race, ethnic origin, age, gender, marital or parental status, sexual orientation, religion and belief, disability, political belief or trade union membership. This applies to all communication methods including personal contact, email, written communication and social community websites.
- To behave in a manner that respects the privacy of students and staff.
- Treat buildings and facilities – on campus and in the community – with care and respect.

You can expect:

- The University to respect the needs of its diverse community of students and staff.
- To be treated courteously and with fairness, dignity and respect regardless of race, ethnic origin, age, gender, marital or parental status, sexual orientation, religion and belief, disability, political belief or trade union membership and activities.
- The University to endeavour to provide a safe and secure environment free from fear, intimidation and harassment.
- That serious breaches of conduct will result in disciplinary procedures against a student, or group of students, and penalties as set out in the Student Disciplinary Procedures at http://www.ncl.ac.uk/students/progress/student-resources/regulations/disciplinary.htm
Please also read the relevant sections of the SIT student handbook for the current year.

**Assessment irregularities**

The University is committed to ensuring fairness in assessment and has established a procedure for dealing with assessment irregularities.

An assessment irregularity involves the use of improper means by a candidate in the assessment process. This includes, but is not limited to, the following.

- 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.
- Using work submitted for another assignment.

**Plagiarism.** This is defined for the purpose of this procedure as the unacknowledged use of another person's ideas, words or work either verbatim or in substance without specific acknowledgement.

In recent years a small, but growing, number of students have found themselves in difficulties as a result of submitting coursework which has been copied, in whole or in part, from the work of fellow students. On occasion this has been done innocently, the student not realising they were doing anything wrong. However, whether innocent or not, the presentation of another's work as your own (plagiarism) is against the rules of the University and is not acceptable. It is likely to result in penalties for both the student using the copied material and, where such copying has been carried out with the second student's knowledge, also for the student providing the source of material. It is in your own interests, therefore, that you clearly understand that any work submitted for assessment must be your own work alone. Remember you are learning for your own benefit and you will not learn simply by copying another's work. The only exceptions to the above will be cases where academic staff have explicitly stated that joint work is acceptable.

The University makes use of a software package known as Turnitin to identify cases of plagiarised coursework. Turnitin is a software programme which searches a huge database of journals, past student work and much of the internet to find strings of text which match with a piece of student work. A report showing these matches is produced and the report can be assessed to see if the matches are common phrases, correctly referenced, or not correctly referenced, requiring follow-up with the student.

The above is in no way intended to discourage you from discussing your work with your colleagues. Indeed it is essential to your education that you do so. Much of your professional life will be concerned with group activity and the refining of ideas through discussion. It is important that you develop skills in this area. Such peer group discussions should relate not only to laboratory and tutorial work but also to lecture material. It is not unusual to find that, in trying to explain to a fellow student what it is you do not understand you realise that you do understand after all. Nevertheless work submitted for assessment must be your own work.
It goes without saying that any attempt to bring contraband material into formal, written examinations or attempts at communication during examinations is cheating. Such cases will be reported to the Registrar who will institute the University's disciplinary procedures.

Where an assessment irregularity is identified it may lead to one of the following sanctions:

i) a warning or final warning
ii) an academic sanction
iii) suspension or expulsion from the University

The University's procedure in full can be found at:
http://www.ncl.ac.uk/students/progress/student-resources/regulations/assessment.htm
SECTION II

Resources and Facilities

Safety Procedure

Student Wellbeing and General Guidance

Careers Service

Newcastle University Students’ Union
LEARNING RESOURCES - LIBRARY AND INFORMATION SERVICES

Nanyang Polytechnic Library

The Library is strategically located on Levels 4 and 5 of the Campus Centre with nearly 1,500 study places. A wide range of books, journals, audio-visual materials and electronic information resources are provided to support the information and research needs of every student. Further information can be found on the library’s homepages

http://library.nyp.edu.sg/portal/page?_pageid=40,1106322&_dad=portal&_schema=PORTAL

Newcastle University Robinson Library

You also have access to some of the electronic resources of Newcastle University Library, which provides access to a wide range of electronic databases, over 15,000 electronic journals and more than 100,000 electronic books. There may be some access restrictions due to licence conditions. You can find out which resources are available from our web pages at www.ncl.ac.uk/library.

To use Newcastle’s electronic resources, you will need your Newcastle University username and password (your Newcastle ID); these will be made available to you once you have completed registration. The password will be valid until you finish your programme with the University and will allow access from anywhere in the world. The best way to use the Library resources is to use the Remote Application Service (RAS) as you will not need any extra passwords. Just go to http://ras.ncl.ac.uk, login with your Newcastle ID and follow the links to Library Resources. Appendix B gives more detailed help and advice on using the Newcastle Library service.

Computing Facilities

All students will be provided with a Newcastle University email address and login details allowing remote access to the University’s computing facilities, including Blackboard (see below).

Blackboard

Although the principal means by which the university delivers its teaching is through formal lectures, seminars and practical classes, many lecturers make use of a teaching and learning support system called Blackboard that operates across the university computer network as a “virtual classroom”. Blackboard is an example of a “Virtual Learning Environment” that will enable you to access module web pages maintained by lecturers. The teaching and learning materials contained in these web pages will support the lecture and practical class material, but lecturers will also use the Blackboard pages to update you on specific module related matters, for example, details of practical classes and assessments. You should therefore consult Blackboard regularly throughout your studies.

Logging into Blackboard is very easy:
• First, type [http://bb.ncl.ac.uk/](http://bb.ncl.ac.uk/) into the location bar of any web browser and press enter. This will direct you to a page introducing you to Blackboard and providing news and information about the system.

• To proceed, click on the “Login” tabs. These will direct you to a form comprising USERNAME and PASSWORD boxes. Year 1 students please note that your username and password will be made available to you during induction week.

• **My University** is the first page you will see. It will contain sections for announcements, tasks and other tools, and a list of modules (called “courses” in Blackboard) in which you are enrolled and which use Blackboard (some tutors may choose not to have a Blackboard page for particular modules).

• You can enter your modules by clicking on the **My Courses** tab in the browser window, or by clicking on the module name on your **My University** page.

• When you have finished your session, please **don’t forget to logout!** Use the Logout tab at the top of the browser window.

**What do I do if**

• I have forgotten my username and/or password? Get in touch with the University helpline – email [it.servicedesk@ncl.ac.uk](mailto:it.servicedesk@ncl.ac.uk).

• I don’t seem to be registered for some of my modules? Your Blackboard account will only show modules for which you are registered and which are active on Blackboard. If a module is missing you should first check that the relevant lecturer is using Blackboard for this particular module.

For further information and assistance regarding the use of Blackboard you should click the **Student Resources** tab on the Blackboard front page - ([http://bb.ncl.ac.uk](http://bb.ncl.ac.uk))

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**16. SAFETY PROCEDURE**

**General Policy**

The University and SIT aim to ensure that the campus is a safe place for students to study and undertake research. Students and others must comply with the University’s arrangements for safety and occupational health and with respective Polytechnic and School safety policies. It is especially important that fire safety rules are complied with as these are in place in order to protect lives. Assistance and advice can be obtained from the University Safety Officer based in Singapore (Miss Janice Trewick – for contact details see section 3 above). Information on Newcastle University’s safety policy can be found at the following link: [http://www.safety.ncl.ac.uk/universitypolicy.aspx](http://www.safety.ncl.ac.uk/universitypolicy.aspx)

Please find below the safety policy for Nanyang Polytechnic:

**Environmental, Health and Safety (EHS) Policy**

Nanyang Polytechnic is committed to providing a clean, safe and healthy environment in the campus and to being an environmentally responsible member of the community. We will:
• Establish and maintain an effective EHS Management System and comply with environmental, health and safety laws and regulations. In the absence of specific laws or regulations, good management practices shall be followed.

• Have foremost regard for health and safety and promote environmental, health and safety awareness among all staff and students.

• Strive for continual improvements to enhance environmental, health and safety performance and practise pollution prevention by reducing waste and using resources efficiently.

Medical Coverage

Information on student medical coverage can be found in the SIT student handbook.

17. STUDENT WELLBEING AND GENERAL GUIDANCE:

Student Counselling

Managing your academic commitments and your personal life can be challenging. If you need a helping hand or just to talk to somebody, or a referral to one of the Polytechnic Student Counsellors, your first port of call should be either your personal tutor or SIT Student Services (email adm@singaporetech.edu.sg). This would of course be on a confidential basis.

Guidance in the Case of Illness & Provision of Sick Notes

General principles:

• students are encouraged, whatever the effects on their studies, to inform their personal tutor of any illness as soon as possible;

• if students miss examinations or any other element of their programme (e.g. fieldwork, laboratory work) and need to apply for a Faculty or Senate concession as a result, they need to provide evidence to explain their absence. If they have been ill, the evidence may include a medical certificate provided by their doctor. If students are unable to meet coursework deadlines as a result of illness, tutors and Degree Programme Directors may exercise a certain degree of flexibility;

• where illness has affected a student’s performance on their programmes of study, the evidence provided for the Board of Examiners should always include a statement written by the student. It should include a medical certificate provided by the student’s doctor.

Equal Opportunities

Newcastle University confirms its commitment to a comprehensive policy of equal opportunities for all employees and all students in which individuals are selected and treated on the basis of their relevant merits and abilities and are given equal opportunities within the University. The full range of policy documents can be found at the link below:

www.ncl.ac.uk/diversity/
Dignity at Work and Study

The University has a Dignity at Work and Study Code of Practice. The purpose of this Code of Practice is to promote a working and learning environment and culture in which harassment and bullying are known to be unacceptable and aims to ensure that if harassment or bullying does occur adequate procedures are readily available to deal with the problem with support and sensitivity so as to prevent it recurring. Further information can be found at: http://www.ncl.ac.uk/students/progress/student-resources/regulations/dignity.htm

Careers Service

SIT is currently in the process of developing a Careers Service and students will be provided with further information on this facility in due course.

Students looking for employment in the United Kingdom can also access the international student section of Newcastle University’s Careers Service website http://www.ncl.ac.uk/careers/explore/international.

Newcastle University Students’ Union

Welcome to Newcastle University Students’ Union! The Union is an organisation which is run by students to help all students of Newcastle University to get the most out of their time while they are studying. We are currently working hard to ensure that you get as much access as possible to everything that the Students’ Union can offer, however we always need volunteers, so if you are interested in anything you read below and want to get more involved from Singapore then please email president.union@ncl.ac.uk.

Officers: the Union is run by six student officers who are elected each year by the student body to make sure that the Union does everything that students want and need. Elections are announced by the Students’ Union and take place at different times of the academic year. All voting is online at http://vote.ncl.ac.uk so make sure that you vote! As well as the full-time officers, there are 18 part-time officers who are student volunteers and who help to run the Union. Each of these officers has their own particular area in which they represent you. Please get in touch with them if you have any comments or queries. For more information and details of how to contact the officers, please see our website http://unionsociety.co.uk.

Welfare: one of the most important things that the Union does is to provide support for all of our students about finance, housing, sexual health, student safety and anything else that affects you during your time at University. If you feel that you have nobody to talk to, we don’t judge; please feel free to email the Welfare and Equality Officer at welfare.union@ncl.ac.uk. Anything you wish to discuss will remain completely confidential. If you wish to seek advice from one of our professional, independent advisors then please get in touch with our Student Advice Centre – check out their page on our website http://unionsociety.co.uk/sac. We are currently looking to improve our LiveChat service which means that Singapore-based students will be able to easily chat to advisors online. Keep an eye out for any developments on our website.

Societies: the Students’ Union oversees over 150 societies in the United Kingdom, each run by students. These societies range from faith-based societies, like the Catholic Society and the Hindu and Sikh Society, to country-based societies, such as the Singapore Society and the
Malaysian Society, to societies based on hobbies, interests and courses, like the Tango Society and the Modern Languages Society. We are looking at organising some societies which our Singapore-based students can become involved with – for more information please contact activities.union@ncl.ac.uk.

Course Representatives: it is important that your voice is heard when it comes to your education and your degree programme. The Students’ Union runs a system called “Course Representatives” where a member of your cohort represents the students and lets staff know what students think, which parts of the programme are good, and how the programme could be improved. This is an integral part of being a student at Newcastle University as all of our teaching and learning is a partnership between the students and the teaching staff. The Union’s Education Officer oversees the Course Representative system and will be setting up course representatives in Singapore. If you would like more information please email education.officer@ncl.ac.uk.

Campaigns: the Students’ Union runs various campaigns throughout the year to ensure the best possible experience for students. These campaigns range from national demonstrations about funding for Universities to local campaigns about student safety. If you would like more information or would like to propose a campaign on a particular topic, please email the Welfare and Equality Officer at welfare.union@ncl.ac.uk.

Media: media has a big role at the Students’ Union. We have a weekly student newspaper in term time which you can read at www.thecourieronline.co.uk. We also have our very own student radio station – listen at www.nsrlive.co.uk.
Appendix A

PEC Form
PEC Form

Student notice of
Personal Extenuating Circumstances
To be completed by Undergraduate or Taught Postgraduate Students

Students who believe that their performance in or ability to complete assessments is being affected by personal extenuating circumstances should advise the examiners by completing this form, so that the appropriate adjustments can be made. Forms must be submitted to the School Office as soon as possible before or after the problem arises. The PEC procedure and advice on completing the form is available at www.ncl.ac.uk/students/progress - YOU SHOULD READ THE GUIDANCE

<table>
<thead>
<tr>
<th>STUDENT DETAILS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Student:</td>
</tr>
<tr>
<td>Name of Tutor:</td>
</tr>
<tr>
<td>Programme:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT HAS BEEN AFFECTED? (please be specific)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code:</td>
</tr>
<tr>
<td>---------------</td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOW YOU HAVE BEEN AFFECTED: (tick all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because of the circumstances described below, I am:</td>
</tr>
<tr>
<td>Unable to submit my work on time;</td>
</tr>
<tr>
<td>Unable to submit my work, despite being given an extension;</td>
</tr>
<tr>
<td>Unable to attend my exam(s) or other assessed session(s);</td>
</tr>
<tr>
<td>Unable to attend lectures;</td>
</tr>
<tr>
<td>Unable to participate in group work;</td>
</tr>
<tr>
<td>Unable to write comfortably in examination conditions;</td>
</tr>
<tr>
<td>Unable to prepare effectively for my examinations;</td>
</tr>
<tr>
<td>Unable to work to my normal standard;</td>
</tr>
<tr>
<td>Affected in the following way, not listed above;</td>
</tr>
<tr>
<td>Description:</td>
</tr>
</tbody>
</table>
### DETAILS OF PERSONAL EXTENUATING CIRCUMSTANCES: (please tick)

<table>
<thead>
<tr>
<th>Medical</th>
<th>Personal</th>
<th>Other</th>
</tr>
</thead>
</table>

Brief summary:

Proposed adjustment (e.g. ‘I would like a 5 day extension’ or ‘I want to defer my exams’ – note the formal outcome may vary from the proposed adjustment):

Evidence provided (e.g. medical note, statement from tutor, personal statement, legal documents, newspaper clipping):

Period affected: From.................................(Date) To...................................................(Date)

<table>
<thead>
<tr>
<th>Signature (student):</th>
<th>Signature (tutor):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

If necessary, your tutor or other member of staff may be asked to provide further information about your case. If you are not happy for this consultation to take place, please tick here and provide an explanation

☐ ___________________________________________________________________

---

### For office use only

As a member of the PEC Committee, I deem that the following adjustment is an appropriate response to the student’s personal extenuating circumstances (please tick) and will inform the student of this decision;

1. **Immediate Action** (in line with UG and PGT EC 15)
   Detail: (e.g. extension, deferral of attempt, exemption)

2. Referral to SPS Examinations Team for temporary adjustment
   Detail: (e.g. nature of impairment)

3. Referral to UCC for concession (2010/11 only)
   Detail: (e.g. request to repeat Stage as first attempt, to set aside marks, to have extraordinary paper)

4. Retain for consideration at PEC Committee meeting
   PEC comments:
   Rating (for BoE discretion purposes):

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date:</th>
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</table>

<table>
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<tr>
<th>Signature:</th>
<th>Date:</th>
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<td></td>
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</tr>
</tbody>
</table>
Or

As a member of the PEC Committee, I deem that there is **no need** for adjustment and will inform the student of this decision and the PEC appeal mechanism. Where necessary, I will direct the student to a more appropriate procedure (e.g. academic appeal, DPD request form)

Comments: (e.g. lack of evidence, circumstances not relevant, PEC is not the most appropriate procedure)

| Signature: | Date: |
| Signature: | Date: |
Appendix B

Introduction to the Library Facilities at Newcastle University
Accessing Newcastle University Library’s electronic resources from Singapore

ALWAYS use the RAS to access our e-resources: http://ras.ncl.ac.uk

ALWAYS use your Newcastle University username and password (your Newcastle ID)
It’s the only one you need.

Help and Advice

The NUIS Library Team at Newcastle can help you to use our resources effectively. Just email lib-nuis@ncl.ac.uk with any queries and one of us will reply as quickly as we can.

Who are we?

Moira Bent is the Faculty Liaison Librarian for Marine Science & Technology and Food & Human Nutrition
moira.bent@ncl.ac.uk

Jenny Campbell is the Faculty Liaison Librarian for Chemical Engineering & Advanced Materials and Mechanical & Systems Engineering
jenny.campbell@ncl.ac.uk

Julia Robinson is the Faculty Assistant Librarian
julia.robinson@ncl.ac.uk

Yvonne Davison and Christina Taylor are the Faculty Liaison Assistants
yvonne.davison@ncl.ac.uk and christina.taylor@ncl.ac.uk

Research Skills

On our Information Literacy web pages http://www.ncl.ac.uk/library/teaching/infoskills/ you will find lots of information to help you to develop your information literacy skills. You can learn about developing an effective search strategy, using databases and electronic journals, evaluating the quality of your results, referencing appropriately and much more. There are videos, PowerPoints, online tutorials and helpsheets. We are also developing a special online module in Blackboard and during the year we will be asking for your help in testing it.
**Information Resources**

**Electronic Books**

To find a **specific book** or to find books on a **specific topic**, use the Library Catalogue:

- [http://ras.ncl.ac.uk](http://ras.ncl.ac.uk) - Library Resources folder
- Click on Library Catalogue
- Click on Local Collections in the toolbar
- Select E-Books
- Search

To browse a **collection of books** to see what is available, use our e-book collections pages:

- [http://ras.ncl.ac.uk](http://ras.ncl.ac.uk) - Library Resources folder
- Click on Library Home Page
- Click on eBooks (on the right)
- Click on Library eBook collections (on the left)
- Browse the list and explore some of the resources. Some good ones to try are:
  - **Knovel** – engineering and food science
  - **Springer** – science, engineering, computing
  - **CAB EBooks** – food science and nutrition
  - **Safari** – computing science
  - **EBL** – all subjects

**Journal Articles and Databases**

To find lots of articles on a **specific topic**, use Databases: [Note that you may find articles in journals to which we do not subscribe.]

- [http://ras.ncl.ac.uk](http://ras.ncl.ac.uk)
- Click on **Databases**
- In the left hand menu select **Resources by Subject**
- Select your discipline (Engineering or Agriculture)
- Select your specific subject and **Go**
- You will see a list of Databases, Electronic Journals and Websites which are particularly relevant for you
- Trace journal articles using **Databases** such as:
  - **Compendex** – engineering
  - **CAB Abstracts** – food science and nutrition
  - **Medline** – human nutrition
  - **Scopus** – all subjects
  - **Science Citation Index (Web of Knowledge - WoK)** – all subjects

- If you are asked to login to the databases use your Newcastle ID
- Use the tutorials on the Information Literacy web pages to learn how to use the databases
To find a specific electronic journal reference:

- [http://ras.ncl.ac.uk](http://ras.ncl.ac.uk)
- Click on E-journals
- Click on Find an e-journal
- Type the title of the journal you require in the title search box and click on Go
- From the results list, click on the red ‘Find It’ icon next to the appropriate title and a pop-up box will appear informing you which suppliers give access to this journal
- Click on Go next to the supplier which offers you the appropriate date range

You will be taken to the journal homepage and can navigate to the article you require from there.

To search a collection of electronic journals for a topic:

- [http://ras.ncl.ac.uk](http://ras.ncl.ac.uk)
- Click on E-journals
- Click on Full Text Collections
- Scroll down the list and select a collection (e.g. Science Direct)
- Use the search box to search for your topic

All the results you find will lead you to the full text of the article.

**Finding Academic Information on the WWW**

- Use a subject gateway to help you to find high quality websites:
  - **Intute** is the UK HE gateway to quality sites [www.intute.ac.uk](http://www.intute.ac.uk)
  - **Pinakes** [http://www.hw.ac.uk/libWWW/irn/pinakes/pinakes.html](http://www.hw.ac.uk/libWWW/irn/pinakes/pinakes.html) is a gateway to lots of gateways

- Use the Intute Virtual Training Suite to help you improve your internet searching skills [http://www.vts.intute.ac.uk/](http://www.vts.intute.ac.uk/)
Referencing and Citation

Citing Work Which You Use

It is your responsibility to reference correctly and to give credit for all the information you use when writing:

✓ To distinguish your original ideas and thoughts from others
✓ To support an argument or point of view
✓ To demonstrate breadth of reading
✓ To acknowledge the contribution of others
✓ To increase citation rates of peers
✓ To keep track of information
✓ To avoid accusations of plagiarism

There is a lot of useful information available to help you:

➢ Right-Cite is the Newcastle University website, which has links to other useful sites http://www.ncl.ac.uk/right-cite/

➢ The JISC Plagiarism Advisory Service has briefing papers, good practice guides and videos http://www.jisc.ac.uk/

➢ There is also a hints and tips sheet for good practice http://nrl.northumbria.ac.uk/1392/1/Gannon-Leary%20P%20C%20Bent%20M%20-%20Being%20an%20information%20literate%20researcher-%20tips%20for%20avoiding%20plagiarism%20-%20article.pdf

Citation Guidelines

ALWAYS acknowledge material which you have obtained from another source. This includes:

➢ Direct quotations – indicate these by using quotation marks (“like this”), by using a different font (like this) or by indenting and blocking the paragraph. Include the page number in the citation for direct quotes. (Bent, 2009, p45)

➢ Paraphrases and summaries of someone else’s ideas. (Moira Bent says that...)

➢ Statistics, charts, tables and graphs – even if you created a graph using material from another source

Material which is regarded as “common knowledge” or “facts” does not need to be cited, but if in doubt, cite! Your own words and ideas do not need to be cited.
Referencing Examples Using the Harvard Style

In your reference list, you must be consistent in the way the references are formatted.

Books

✓ Author, Initials. (Date) Title. (Edition.) Place of Publication: Publisher.


Journals

✓ Author, Initials. (Date) ‘Article title’, Journal Title, Volume number (issue number if available), page numbers.


Websites

✓ Author of website (Date created) Title of website. Available at: URL (Accessed: date).


Citations in the Text

In the text of your document, at the place where you refer to someone’s work, the Harvard style requires you to put the author last name and the date in brackets: (Smith, 2009).

Here is an example:

Research has shown that giving students chocolate helps them to concentrate (Stockdale, 2003). This is a fairly new idea which is gaining in popularity. Bent (2002 p45) also claims that “chocolate reduces stress”. It therefore seems appropriate that universities provide chocolate fountains in all halls of residence. Let’s ignore Jamie Oliver’s advice that we eat more vegetables (Oliver, 2006).

References:


**EndNote**

Use **EndNote** to manage your references and to ensure correct citation. EndNote is specialised bibliographic management software. There is a lot of useful information on our web pages at [http://www.ncl.ac.uk/library/teaching/endnote/](http://www.ncl.ac.uk/library/teaching/endnote/).

You can download the EndNote workbook and teach yourself how to use the software.

You can access the EndNote software by going to:

- [http://ras.ncl.ac.uk](http://ras.ncl.ac.uk)
- Select Library Resources
- Select EndNote

There are other free alternatives to EndNote, such as Mendeley and Zotero, which you can use if you wish, but we don’t offer any support for these packages at present.

**MB 14.4.11**