SCHOOL OF ELECTRICAL AND ELECTRONIC ENGINEERING
(Singapore Campus)

BEng in Electrical Power Engineering

DEGREE PROGRAMME HANDBOOK

2014 / 2015
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>SECTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. GENERAL DETAILS</strong></td>
<td></td>
</tr>
<tr>
<td>1. Introduction</td>
<td>3</td>
</tr>
<tr>
<td>2. Dates</td>
<td>5</td>
</tr>
<tr>
<td>3. Induction</td>
<td>5</td>
</tr>
<tr>
<td><strong>B. ACADEMIC CONTENT AND STRUCTURE OF DEGREE PROGRAMME(S)</strong></td>
<td></td>
</tr>
<tr>
<td>1. Aims &amp; Outcomes</td>
<td>6</td>
</tr>
<tr>
<td>2. Content</td>
<td>6</td>
</tr>
<tr>
<td>3. Degree Programme Structure</td>
<td>6</td>
</tr>
<tr>
<td>4. Regulations</td>
<td>7</td>
</tr>
<tr>
<td>5. Skills</td>
<td>7</td>
</tr>
<tr>
<td>6. Learning &amp; Teaching</td>
<td>7</td>
</tr>
<tr>
<td>7. Module Outlines and Module Selection</td>
<td>9</td>
</tr>
<tr>
<td>8. Student Feedback and Representation</td>
<td>11</td>
</tr>
<tr>
<td>9. Placement &amp;/or Exchanges</td>
<td>12</td>
</tr>
<tr>
<td><strong>C. ATTENDANCE AND ASSESSMENT</strong></td>
<td></td>
</tr>
<tr>
<td>1. Attendance</td>
<td>12</td>
</tr>
<tr>
<td>2. Absence from the University through sickness</td>
<td>12</td>
</tr>
<tr>
<td>3. Submission of Assessed Work</td>
<td>13</td>
</tr>
<tr>
<td>4. Examinations</td>
<td>13</td>
</tr>
<tr>
<td>5. Assessment</td>
<td>14</td>
</tr>
<tr>
<td>6. External Examining</td>
<td>16</td>
</tr>
<tr>
<td>7. Reassessment</td>
<td>16</td>
</tr>
<tr>
<td>8. Student Conduct &amp; Discipline</td>
<td>17</td>
</tr>
<tr>
<td>9. Student Complaints and Appeals</td>
<td>18</td>
</tr>
<tr>
<td>10. If things go wrong</td>
<td>19</td>
</tr>
<tr>
<td><strong>D. OTHER RELEVANT INFORMATION (including University and Faculty Policies)</strong></td>
<td></td>
</tr>
<tr>
<td>1. Tutoring Arrangements</td>
<td>19</td>
</tr>
<tr>
<td>2. Student Charter</td>
<td>20</td>
</tr>
<tr>
<td>3. Library</td>
<td>21</td>
</tr>
<tr>
<td>4. Computing</td>
<td>22</td>
</tr>
<tr>
<td>5. Careers</td>
<td>22</td>
</tr>
<tr>
<td>6. Student Services</td>
<td>22</td>
</tr>
<tr>
<td>7. Timetable</td>
<td>23</td>
</tr>
<tr>
<td>8. Equal Opportunities</td>
<td>23</td>
</tr>
<tr>
<td>9. Dignity at Work and Study</td>
<td>23</td>
</tr>
<tr>
<td>10. Health and Safety</td>
<td>23</td>
</tr>
<tr>
<td>11. Student Wellbeing</td>
<td>24</td>
</tr>
<tr>
<td>12. Newcastle University Student Union</td>
<td>24</td>
</tr>
<tr>
<td>13. Other University Policies and Procedures Relating to Students</td>
<td>24</td>
</tr>
</tbody>
</table>
A. GENERAL DETAILS

1. Introduction

Welcome to the School of Electrical and Electronic Engineering. On behalf of all members of staff both in Singapore and in Newcastle, we hope that your time here will be both successful and enjoyable.

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 was inaugurated in 1871 as part of Armstrong College and was based in the basement of the Armstrong Building. The conditions were reported as very cramped for the large electrical machines. In 1947 the School moved to Grey Hall, the old empty Presbyterian Church where the Northern Stage now stands, opposite the Students’ Union building. The School moved to its current home Merz Court in 1964. Merz Court was officially opened by Prime Minister Harold Wilson in 1965.

The School of Electrical and Electronic Engineering is part of the Faculty of Science Agriculture and Engineering (SAgE). The Head of School is Professor Barrie Mecrow and there are currently about 110 academic, research and support staff and over 700 students. Within the School are the main academic group, delivering taught and research degrees and undertaking research. We have internationally active research staff. Our academics are at the forefront of their respective fields and this is fed back into our teaching pedagogy. The School also has numerous industrial contracts and contacts. 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 contains details 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 this handbook carefully and keep it for future reference. It is the responsibility of students to familiarise themselves with important information about the nature of their subject and degree programme. You are encouraged to use it as your first source of information.

If you have queries about your studies which are not covered in this handbook, or if there are any other matters, personal or academic, with which you need some assistance, please ask a member of school staff. Your contacts are your Personal Tutor, the Director of Operations, your lecturers or the administrative staff. There is plenty of help available to help you through your studies.

Above all, I hope that you will enjoy your time at Newcastle, not only in your academic work, but also in all the other activities and opportunities available to you.

Professor Barrie Mecrow
Head of School
Barrie.Mecrow@ncl.ac.uk

Dr Wai Lok Woo
Director of Operations, Singapore
Lok.Woo@ncl.ac.uk

Dr Graeme Chester
Degree Programme Director (DPD), Newcastle
Graeme.Chester@ncl.ac.uk
TEACHING STAFF

Dr Wai Lok Woo, Director of Operations
Telephone: +65 6550 1965
Email: Lok.Woo@ncl.ac.uk
Signal processing, data analytics for smart grid, intelligent system

Dr Charles Su, Senior Lecturer
Telephone: +65 6550 1967
Email: Charles.Su@ncl.ac.uk
Power distribution, high voltage technology, smart condition monitoring

Dr Khalid Abidi, Lecturer
Telephone: +65 6550 0122
Email: Khalid.Abidi@ncl.ac.uk
Control, robotics, mechatronic systems

Dr Thilainathan Logenthiran, Lecturer
Telephone: +65 6550 0145
Email: T.Logenthiran@ncl.ac.uk
Smart grid, intelligent system, power system

Dr Van Tung Phan, Lecturer
Telephone: +65 6550 0124
Email: Vantung.Phan@ncl.ac.uk
Power electronics, renewable energy applications, electrical vehicle

Dr Naayagi Ramasamy, Lecturer
Telephone: +65 6550 0123
Email: Van-Tung.Phan@ncl.ac.uk
Power electronics, electrical energy system, green energy

SIT Adjunct Lecturers
Dr Kwee Hiong Lee
Telephone: +65 6592 8524
Email: KweeHiong.Lee@SingaporeTech.edu.sg
Computer engineering, numerical and analytical modelling

Dr Kenneth Eng Kian Sng
Telephone: +65 6592 2098
Email: Kenneth.Sng@SingaporeTech.edu.sg
Power system engineering

Dr Chew Beng Soh
Telephone: +65 6592 8516
Email: ChewBeng.Soh@SingaporeTech.edu.sg
Greenhouse technology

EXPERIMENTAL OFFICER

Mr Hang Jian Soo
Telephone: +65 6550 0141
Email: HangJian.Soo@ncl.ac.uk
Experimental design

ADMINISTRATIVE STAFF

Ms Joeline Lim, Degree Programme Coordinator
Telephone: +65 6550 0128
E-mail: Joeline.Lim@ncl.ac.uk
Director of Operations

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

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 Director has the responsibility to decide whether a student’s academic progress has been satisfactory and to decide whether a student may be permitted to suspend his/her studies for a year.

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.

### 2. Dates

2014-15 Semester and Term Dates are:

<table>
<thead>
<tr>
<th>Season</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>Monday 22 September 2014</td>
<td>Friday 12 December 2014</td>
</tr>
<tr>
<td>Spring</td>
<td>Monday 5 January 2015</td>
<td>Friday 27 March 2015</td>
</tr>
<tr>
<td>Summer</td>
<td>Monday 27 April 2015</td>
<td>Friday 12 June 2015</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Monday 22 September 2014</td>
<td>Friday 23 January 2015</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Monday 26 January 2015</td>
<td>Friday 12 June 2015</td>
</tr>
</tbody>
</table>

A list of examination dates are available at: [http://www.ncl.ac.uk/students/progress/exams/exams/](http://www.ncl.ac.uk/students/progress/exams/exams/)

Examination Dates for 2014-15 are:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monday 12 January 2015</td>
<td>Friday 23 January 2015 (including Saturday 17 January)</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Monday 18 May 2015</td>
<td>Friday 5 June 2015 (including Saturday 23 May and Saturday 30 May)</td>
</tr>
<tr>
<td>Resits</td>
<td>Monday 17 August 2015</td>
<td>Friday 28 August 2015 (including Saturday 22 August)</td>
</tr>
</tbody>
</table>

**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.

### 3. Induction

Student Induction and Registration is scheduled between 22\(^{nd}\) to 26\(^{th}\) September 2014. Induction within the School starts on 22\(^{nd}\) September 2014 (Monday). You will be presented with a detailed timetable for the week and details of registration. During this time you will meet your Tutors and receive further information regarding your programme of study. There are other induction events during this time which includes an introduction to the University and what is available to you.

There is also information available to you via [http://www.ncl.ac.uk/pre-arrival](http://www.ncl.ac.uk/pre-arrival)
B. ACADEMIC CONTENT AND STRUCTURE OF DEGREE PROGRAMME(S)

1. Aims & Outcomes

This degree programme is designed to enable students to further their Diploma-level or similar qualifications of relevant Accredited Prior Learning to a Bachelor of Engineering (Honours) Degree.

Programme Aims:
- To provide opportunities for students to undertake a broad-based education in electrical power engineering and to acquire appropriate knowledge and understanding, of engineering and key skills,
- To produce graduates who will be equipped to enter employment in industry, the professions or public service, or to follow a postgraduate route into research, industry or academia, or apply the skills learnt in a range of areas other than engineering,
- To produce graduates who will meet the accreditation requirements of the Institution of Engineering and Technology, subject to the completion of matching studies,
- To provide a qualification which meets the UK’s FHEQ at Honours level of the National Qualifications Framework and meets the requirements of the National Subject Benchmarks in Engineering.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes. The programme outcomes have references to the benchmark statements for Engineering.

A digest of this information can be found at the web site:

2. Content

On completing the programme students should have appropriate knowledge and understanding of
- mathematics, science and technologies relevant to electrical power engineering,
- fundamental concepts, principles and theories of electrical power engineering,
- business and management techniques relevant to engineering and the management of engineering projects,
- detailed knowledge and understanding of the essential facts, concepts, principles and theories relevant to various specialisations within electrical power engineering,
- application of IT principles and tools as appropriate to the role of an electrical power engineer,
- components and materials used by electrical power engineers.

Testing the knowledge base is done through a combination of unseen written examinations and assessed coursework in the form of laboratory reports, case studies, problem solving exercises, coursework reports and project reports and presentations.

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

3. Degree Programme Structure

This programme is specifically designed for those candidates who have successfully completed a Diploma in Electrical/Electronic Engineering or relevant subject at any Polytechnic in Singapore. This programme is delivered by Newcastle University in collaboration with the Singapore Institute of Technology, at the Nanyang Polytechnic campus in Singapore.

The quality and standards of the delivery in Singapore will be the same as our other undergraduate degree programmes offered by the School at Newcastle University. Successful candidates will be awarded a BEng degree from Newcastle University. Progression from Stage 2 to Stage 3 and the award of the final degree are subject to the University Undergraduate Progress Regulations and Undergraduate Examination Conventions.
After successful completion of Stage 2 in Singapore, students should attend an immersion programme (OIP) delivered at Newcastle University campus during the UK summer vacation over a short period of 4 weeks. 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 the final year project).

How the marks from each stage contribute towards your final degree classification is shown in the following table:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>75%</td>
</tr>
</tbody>
</table>

4. Regulations

You are responsible for making yourself familiar with the official University and Faculty regulations:
http://www.ncl.ac.uk/regulations/docs/

The Degree Programme Regulations apply to all students studying this programme and outline which modules can be taken in each stage of the programme, the specific programme progression and degree classification rules:

5. Skills

We believe that the University’s diverse curriculum, environment and student experience provides the opportunities for students to acquire the following learning, working and life values:

• Enable personal goals and aspirations to be met through self-directed continuous learning
• Apply a can-do attitude to taking calculated risks and challenging personal boundaries
• Create and cultivate cross-cultural relationships to develop knowledge, skills, understanding and opportunity

These values are underpinned by the promotion and development of interrelated skills and competencies.

The programme will equip students with academic skills as well as transferable skills such as planning and conducting investigative work, creative in the solution of problems and in the development of designs, integrate and evaluate information and data from a variety of sources, communicate effectively in writing, verbally and graphically, giving oral presentation, work as a member of a team to closely specified goals, learn independently in familiar and unfamiliar situations with open-mindedness and in the spirit of critical enquiry. For more information on the University uses its academic excellence and its culture and tradition to develop graduates please refer to the Graduate Skills Framework, available at:

6. Learning & Teaching

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). 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.
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. 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 timetabled 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. \( ?_4 \)), 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.

7. Module Outlines and Module Selection

Module Outline Forms (MOFS) are the definitive data relating to the modules contained within your programme. This document provides information on what and how this unit of study will be taught and by whom and how. It will also inform you how you will be assessed and when. A full list of MOFS can be accessed via [http://www.ncl.ac.uk/internal/module-catalogue/](http://www.ncl.ac.uk/internal/module-catalogue/). Contained within each module is a link to reading material associated with the module. Reading Lists Online can also be accessed directly at [http://rlo.ncl.ac.uk/](http://rlo.ncl.ac.uk/).

The University asks all students who are expected to return to study in the next academic year to select modules at Easter. This is to inform the timetabling process and is dependent on what students choose. As this is done early, changes that you make to your modules after this time are subject to fitting in with the timetable.

Undergraduate students must choose 120 credits of modules. The student self-service portal (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.

The list below provides all compulsory modules attached to your programme. These modules will be shown automatically on the SP3 system and you won’t be able to change them.
Year 1 (Stage 2)

All students shall take the following compulsory modules:

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEE2200 Automatic Control</td>
<td>10 Credits</td>
<td></td>
</tr>
<tr>
<td>EEE2201 Electrical Systems</td>
<td>10 Credits</td>
<td></td>
</tr>
<tr>
<td>EEE2202 Digital Electronics</td>
<td>10 Credits</td>
<td></td>
</tr>
<tr>
<td>EEE2203 Analogue Electronics</td>
<td>10 Credits</td>
<td></td>
</tr>
<tr>
<td>EEE2204 Random Signals and Processes</td>
<td>10 Credits</td>
<td></td>
</tr>
<tr>
<td>EEE2205 Electromagnetic Fields and Waves</td>
<td>10 Credits</td>
<td></td>
</tr>
<tr>
<td>EEE2206 Computer Systems and Microprocessors</td>
<td>20 Credits</td>
<td>20 Credits</td>
</tr>
<tr>
<td>EEE2207 Project and Professional Issues</td>
<td>20 Credits</td>
<td>20 Credits</td>
</tr>
<tr>
<td>EEE2208 Signals and Communications</td>
<td>20 Credits</td>
<td>20 Credits</td>
</tr>
</tbody>
</table>

Overseas Immersion Programme

In the summer months between the end of Year 1 and the beginning of Year 2, all students shall participate in an Immersion Programme to be held at Newcastle.

Year 2 (Stage 3)

All students shall take the following compulsory modules:

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEE3200 State Space Analysis and Controller Design</td>
<td>10 Credits</td>
<td></td>
</tr>
<tr>
<td>EEE3201 Electrical Machines and Generators</td>
<td>10 Credits</td>
<td></td>
</tr>
<tr>
<td>EEE3202 Power Electronics</td>
<td>10 Credits</td>
<td></td>
</tr>
<tr>
<td>EEE3203 Generation, Transmission and Distribution</td>
<td>10 Credits</td>
<td></td>
</tr>
<tr>
<td>EEE3204 Renewable Energy Systems</td>
<td>10 Credits</td>
<td></td>
</tr>
<tr>
<td>EEE3205 Thermofluid Dynamics</td>
<td>20 Credits</td>
<td></td>
</tr>
<tr>
<td>EEE3206 High Voltage Technology</td>
<td>10 Credits</td>
<td></td>
</tr>
<tr>
<td>EEE3207 Individual Project</td>
<td>20 Credits</td>
<td>20 Credits</td>
</tr>
</tbody>
</table>

You undertake an individual project in Stage 3, and are expected to develop both a detailed understanding, and a broad overview of your chosen subject. Further information is available in the ‘Individual Project - Notes of Guidance’ booklet (available only to Stage 3 students). This booklet also provides details on the presentation of your project dissertation.

The Individual Project is important, and is heavily weighted. This is reinforced by the IET, which now demands that at least a passed project is required (at minimum) for Chartered Engineering status.

8. Student Feedback and Representation

All students are given the opportunity to provide student feedback on their experience of studying at Newcastle University.
Feedback is welcomed on the teaching provision by the School and its staff. The views of all our students are sought through student representation on our School Committees and via anonymous teaching questionnaires. Your feedback is formally processed through our committee structure and enables the School to further develop the modules and the programme. This opportunity is provided to you to make honest, inoffensive constructive comments on your learning experiences.

The Newcastle University’s Student Representation Policy is a partnership between Newcastle University, its students and the Newcastle University Students’ Union. The aim of the policy 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.

The following outlines the School committees and module, stage and programme evaluation:

Module Evaluation

You will be asked to complete an anonymous evaluation questionnaire toward the end of each module, in order for staff to see which aspects have worked well and which should be looked at for the future. This questionnaire asks about the nature of the module and your impression of it, as well as your opinion of the degree programme as a whole. Responses for each module, and the overall programme view, are summarised and discussed at the Staff Student Committee (SSC) and the Board of Studies (BoS). This is very important for staff to see what improvements could be made and all feedback is highly valued.

Staff-Student Committee (SSC)

The Staff-Student Committee usually meets twice a semester and is the main opportunity for staff and students to discuss the business associated with the School. Discussion can range from how coursework is assessed and the quality of the teaching to very minor matters. The issues of concern raised at SSC will be reported to the Board of Studies (BoS) or the Head of School, if appropriate, to enable action to be taken.

Each SSC includes student Course Representatives elected by the student community that they represent. All SSCs will have a student chair and a student majority, plus a student secretary where there is interest in this position. Each SSC reports to a student School Representative via the Chair. School Representatives attend Faculty Learning, Teaching and Student Experience Committee (FLTSEC) on a rotating basis.

If you have any issues that you want to raise, then mention them to your Course Representative, or any other member of the Committee.

Board of Studies (BoS)

The BoS is the body which oversees teaching activities in the School, and it is chaired by a Degree Programme Director / Director of Operations. It has responsibility for maintaining the standards of degree programmes, and a key part of this role is to respond to issues relating to learning and teaching, including those raised by SSCs. The Chair and Secretary of SSC who are both Course Representatives are members of the BoS. The membership should include student representatives to cover all the programmes for which the Board is responsible, and as many stages of each programme as is practical to ensure adequate representation.

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/

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.

9. Placement &/or Exchanges

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 final year project) and will include guidance 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/

C. ATTENDANCE AND ASSESSMENT

1. Attendance

One of the School’s most important tasks is to monitor the progress of every student. All marks for assessed work are recorded [and are entered into NESS]. If it is found that your attendance record or your work record is unsatisfactory then you should expect to be asked to meet with either your Tutor or the Director of Operations (DoO).

The DoO will be kept informed by your Tutor or Module Leaders of any student who fails to hand in work, or whose work is poor, or who appears to be frequently absent from classes. In such cases the student will be warned of the consequences. If students fail to demonstrate a marked improvement, the DPD may instigate the University’s disciplinary procedures, which may lead to the termination of the student’s studies.

It is compulsory that all students attend their classes or notify the School of any absence. Students must therefore keep the School informed of any absence. Students should also submit sick notes if appropriate.

2. Absence from the University through sickness

Where illness prevents students from studying for more than three working days, they should complete a Student Notice of Absence form and return the completed form to the Degree Programme Coordinator as soon as they are able to return to their studies. If a Personal Extenuating Circumstances 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, you should obtain a medical certificate from your doctor and forward it to the Degree Programme Coordinator as soon as possible - along with a PEC application if appropriate http://www.ncl.ac.uk/students/progress/staff-resources/PEC/. This form will be considered by the PEC Committee (PECC), which will advise the Board of Examiners (BoE) what allowance should be made. The PEC form is submitted to the School before a date which will be announced for each examination period. Students are recommended to inform their Tutor when they are making a submission to the PECC and, if they wish, make their Tutor aware of the circumstances. Students are strongly advised to provide evidence of the problems and the period of impact, for example, a medical note, a statement of support from your Tutor, parent/guardian letter, etc. It is recognised that this is not always possible, but you need to be aware that your case is more likely to be considered as “strong” if evidence is available. The forms can be downloaded from the Student Progress Service web site.

The Guide to the Student Sickness Procedure is available from http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/sickness.htm
3. Submission of Assessed Work

It is important that you are aware of the deadlines by which your assessments are due so that you can manage your time appropriately throughout the semester. All deadlines will be made known in advance. In some cases, you may also be told when the assessment will be set, so that you can plan how you will manage your time. Only the lecturer has authority to vary coursework deadlines; if your deadlines do change, you will receive sufficient notice of the new deadline and the reason for the change.

According to University policy, feedback must be returned on all coursework within 20 working days of the submission. You may be provided with the date on which you can expect feedback, but it should always be within this turnaround deadline. If for some reason you do not receive feedback within this deadline, and have not received an explanation and update on when you should receive it, you should contact the lecturer first, failing that you should contact the School Office.

Late Submission

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 receive a maximum mark of 40% for undergraduate programmes. If you submit a piece of work more than 7 days after the deadline, it will receive a mark of zero.

If a piece of work is marked on a non-discriminatory marking scale (i.e. pass/fail or merit/pass/fail), then work submitted past the set deadline will receive a mark of zero.

If you are submitting work for a re-sit assessment, any late work will receive a mark of zero (since re-sit marks are already capped at the pass mark).

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 ISS has confirmed a University-wide computer failure).

4. Examinations

Information for students with special requirements

If you think you might need special requirements in examinations, please consult the document on the Student Progress web page http://www.ncl.ac.uk/students/wellbeing/disability-support/support/examinations.htm

There are three main University examination periods each academic year, Semester One examinations in January, Semester Two examinations in May/June and the Resit examinations in August. The majority of formal examinations are timetabled by the University within these periods. Any examinations held outside this period will be directed by the School who will provide the necessary instructions.

To prepare for examinations 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/. Samples papers will be provided by the lecturer for new courses.

All modules in all years of your chosen degree programme are examined by a combination of various elements of in-course assessment and examination papers. The particular assessment pattern for each module is presented in the School website http://www.ncl.ac.uk/eee/international/SingaporeBEngModulesList.htm

Guidance on examination rules can be found at http://www.ncl.ac.uk/students/progress/exams/exams/examrules.htm

Students may only use a pocket calculator in an examination if that particular calculator appears on the University’s approved list.
Students should refer to the University calculator check list to ensure their calculator is an approved model and take their device to
the designated office to receive an ‘approved’ sticker before their first examination. Any device brought into the examination room
without an approved sticker will be confiscated. The list of approved calculators is published in the exam website
http://www.ncl.ac.uk/students/progress/exams/exams/CalculatorPolicy.htm

Students are expected to pass all their modules before proceeding to the next year of study. Students are required to resit any failed
modules in the August resit period of the same academic year. Only in exceptional circumstances (such as illness) can this be waived
and then only if agreed by the Personal Extenuating Circumstances Committee.

Note: It is important for you to realize that it is your responsibility to inform the appropriate people, your Personal Tutor, Director of
Operations or Degree Programme Coordinator of any medical or personal circumstances that you think may have affected your
performance, either during the year or at the time of examinations.

On submission of relevant medical documentation you may be allowed extra time for your written examinations, and / or alternative
practical arrangements. Where a student is absent without formal approval from an examination, a mark of zero will be returned for
that component. If you think that this may apply in your case, and you have not done so already, you should contact the University as
soon as possible to discuss any special requirements. Should the University concludes that you are entitled to special arrangements,
they will inform the Examination and Academic Events office accordingly. You will then receive an email from this office confirming
the arrangements for the Semester One and Semester Two examination periods.
Further detail is available at http://www.ncl.ac.uk/students/progress/exams/exams/

Feedback on Examinations

Provisional marks and feedback will be returned within 20-working days of the end of the examination period.

Exam feedback will be provided ‘generically,’ to the entire cohort, and will explain the most common errors made as well as provide
explanations on how to improve your work in the future. You are encouraged to see exam feedback as an opportunity to improve on
future exams.

If you wish to review your individual exam script, you should ask Ms Joeline Lim within one week of the return of marks. This is not
an opportunity to contest your mark, but to further understand the mistakes that you made and how you might improve your work
in the future.

5. Assessment

Your module outlines explain the types of assessment that you should expect in each of your modules. Each of the assessments has
been carefully written to reflect the aims and learning outcomes of the module and of the programme.

All markers will assess your work using the marking criteria available. You may also receive more specific marking criteria for
particular pieces of work; these will be made available by the module leader.
Following examinations marking will be conducted, the examiners use their judgement to code each student’s performance. Each
mark range reflects achievement in the assessment (for that module). This done by using marking criteria outlined below:

FIRST CLASS HONOURS 70%-100%

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 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.

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

SECOND CLASS HONOURS, FIRST DIVISION 60%-69%
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.

SECOND CLASS HONOURS, SECOND DIVISION 50%-59%
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.

PASS 40%-49%
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.

FAIL 0%-39%
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, 5 and 6)/Poor (Level 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.

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 question. 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.

6. External Examiners

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 in discharging its responsibility 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.

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: **University’s Policy for External Examiners of Taught Programmes**

Students should not contact the External Examiner. Any contact with the External Examiner will need to be channeled through the Degree Programme Director. If students have an issue regarding performance in assessments then there are alternative mechanisms available to deal with this via an appeal or complaint. Further details of this process can be found at [http://www.ncl.ac.uk/students/progress/student-resources/regulations/](http://www.ncl.ac.uk/students/progress/student-resources/regulations/)

Students can engage formally with the quality management process through which the University considers and responds to External Examiners through programme representatives on Board of Studies, Student Committees and the Faculty Learning, Teaching and Student Experience Committees.

7. Reassessment

A student at any stage (except Stage 1) of an Honours degree programme has the right to a maximum of one reassessment of each failed modules.

Arrangements for reassessment should be explicitly stated including those for August/September resits and for students re-sitting as
Please note that it is your responsibility to make yourself available for examinations at all times during all three of the examination periods. You must therefore bear the following dates in mind, especially when making arrangements for vacation employment and any overseas travel. The University cannot accept individual requests from students with regard to the timing of your examinations. All examinations are held in Nanyang Polytechnic campus.

The reassessment period will be during Monday 18 August 2014 to Friday 29 August 2014, (including Saturday 23 August). All morning examinations start at 9.30am and all afternoon examinations start at 2pm (unless otherwise stated)

For Semester 1 and 2 examination dates please see Section A.2.

### 8. Student Conduct & Discipline

#### Standards of Personal Conduct

You 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 – fellow students, members of staff, neighbours and other people in the community - 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, e-mail, written communication and social community websites.
- To behave in a manner which 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’s diversity policies can be seen at [www.ncl.ac.uk/diversity/](http://www.ncl.ac.uk/diversity/))
- 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/Regulations/SPS/disciplinary.htm](http://www.ncl.ac.uk/students/progress/Regulations/SPS/disciplinary.htm)

#### Assessment Irregularities

The University is committed to ensuring fairness in assessment and has established a procedure for dealing with assessment irregularities. For the purposes of this procedure, an assessment irregularity involves the use of improper means by a candidate in the assessment process.

This includes, but is not limited to, the following:

- Copying from or conferring with other candidates or using unauthorised material or equipment in an examination room
- Impersonating or allowing another to impersonate a candidate
- Introducing examination scripts into the examination process otherwise than in the course of an examination
- Permitting another student to copy work
- The falsification (by inclusion or suppression) of research results
- Plagiarism. This is defined as the unacknowledged use of another person’s ideas, words or work either verbatim or in substance without specific acknowledgement
- Using work submitted for another assignment

The University’s procedure in full can be found at: [http://www.ncl.ac.uk/students/progress/Regulations/Assessment/](http://www.ncl.ac.uk/students/progress/Regulations/Assessment/)
Good Academic Conduct
At Newcastle we value high standards of academic conduct from our staff and students. 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/] gives a detailed account of the issues governing academic conduct and provide access to a range of resources for staff and students.

Information on appropriate style and referencing guides is available at: [http://libguides.ncl.ac.uk/referencing]

What Newcastle expects of students:
- 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, and in particular the avoidance of plagiarism
- Ensure that any work you submit is your own work and that you acknowledge any use you make on the work of others

You can expect:
- To be told where to find guidance materials
- That the University may use plagiarism detection software

Student Disciplinary Procedure
The University promotes good personal conduct in all students, in order to secure the proper working of the University in the broadest sense. The Student Disciplinary Procedure will apply to any student who is alleged to have breached the University’s code of conduct.

The University’s procedure in full can be found at: [http://www.ncl.ac.uk/students/progress/Regulations/SPS/disciplinary.htm]

9. Student Complaints and Appeals

The Student Complaints 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. [http://www.ncl.ac.uk/students/progress/Regulations/SPS/complaints.htm]

A complaint can be made on any aspect 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 sought to resolve the issue informally.

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

There are only three possible grounds for appeal:
- You were adversely affected by illness or other relevant factors, of which you were previously unaware, or which for a good cause you were unable to disclose to the examiners in advance.
- Procedural irregularity on the part of the examiners.
- Bias or prejudice on the part of an examiner or examiners.

NB. 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.
Impartial advice on both the complaints and appeals procedures may 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.

10. If things go wrong

Sometimes things happen that are beyond our control – illness, personal problems etc. If things start to affect your programme, you need to let someone know. There are people and processes to help you.

Use your personal tutor as the starting point – they will be able to advise you about the various University procedures and signpost you to other sources of support. It can be confusing, as there are a few different procedures, but they depend on your particular circumstances. Some things can be dealt with by your Degree Programme Director or school. Others will be referred to a central point within the University.

The most important thing you can do is to tell the School about the problems you are having. To do this, complete a PEC form. PEC stands for Personal and Extenuating Circumstances. This one form will be a way of telling the School about the problems and requesting a number of different types of adjustment - such as extensions, exemptions, deferrals, board of examiner discretion.

Current guidance is available at: [www.ncl.ac.uk/students/progress/student-resources/help/](http://www.ncl.ac.uk/students/progress/student-resources/help/).

If you fail modules:
To pass the year you will often need to take a resit, which usually takes place in August. Sometimes, you may need to take time out to pass modules before you can go forward to the next stage of your programme. You may be able to do this as an external candidate – i.e. just do the assessments next year at the next normal occasion and not attend classes - there is a small fee for this.

Sometimes you may have to attend the classes as well as complete all assessments - in this case you would be registered as a repeat student and will have to pay fees – this would require permission from your Degree Programme Director as you do not have this as of right. Every student is different so you will need to get some advice from your School after the Board of Examiners.

Assistance with submitting a PEC form may be sought from the appropriate officers of the Students’ Union, from the Student Advice Centre, or from a Personal Tutor. Staff in the School may be able to make decision on your PEC application, or they may be able to refer your case to others.

D. OTHER RELEVANT INFORMATION (including University and Faculty Policies)

1. Tutoring Arrangements

As a student, we want you to make the most of your time at University, and take full advantage of all the services and facilities on offer. So that you feel you’re being supported both personally and academically, each student is assigned a personal tutor – an advisor who acts as your first point of contact with the University.

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](http://www.ncl.ac.uk/students/wellbeing)

Both tutors and tutees are responsible for making the personal tutoring system work, and so students have certain responsibilities. These include:

- To attend all arranged meetings and respond promptly to communications from tutors
- To make appropriate use of other support services when required
- Take the initiative if problems or issues arise
- Keep records of meetings and agreed actions
The University ePortfolio (https://portfolio.ncl.ac.uk/) provides a useful way of keeping notes of meetings with personal tutors.

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

If, for any reason, you wish to change your Personal Tutor, you should contact your Degree Programme Coordinator.

2. Student Charter

The Student Charter is an important statement of what students can expect from the University and student obligations to the University. The overall principles identified in the Student Charter apply to all students, regardless of their programme or location.

**Our Role and Responsibilities**

The School of Electrical & Electronic Engineering aims to provide a high standard of teaching, and a rich academic environment in which to study and learn. To this end, you will find that much of a staff member’s time, particularly during term-time, is devoted to all aspects that contribute to teaching. You should, however, be aware of the other academic activities – most particularly research – that staff members undertake, which also make calls upon their time. In summary, therefore, you can expect the School to:

- provide a modern curriculum and course structure
- provide relevant information about the degree programme and individual modules
- provide support for your learning activities
- provide timely information about assessment arrangements with associated deadlines
- ensure that all assessments are relevant and well-matched to each stage of your study
- give adequate time, and support, to complete your assignments
- return marked work promptly, with appropriate feedback
- provide support through the personal tutoring system
- offer help and support if we observe that your progress is less than satisfactory
- respond promptly to complaints or criticism about any element of the teaching programme

**Your Duties and Responsibilities**

Primarily, you must take responsibility for your own approach to studying and learning. The emphasis in the teaching process is on providing information and ideas usually through the medium of lectures, tutorials, laboratory classes and project/assignments but you are expected to make the best use that you can of all that is presented to you. This invariably requires regular attendance at all elements of your programme, together with submissions of all assignments by the due dates, and of course, considerable study outside formal contact hours.

In particular, as a student member of the School, you are expected to:

- Attend all timetabled elements of each module that you are studying
- Devote the necessary time in private study in order to understand and learn the material
- Abide by all submission deadlines
- Seek assistance if you are encountering difficulties in any part of your programme
- Inform the lecturer (or your Personal Tutor) if you are absent from any element for any reason
- Inform your Personal Tutor of any health or personal problems that might affect your work
- read, and be familiar with, the Degree Programme Handbook, and the information on the School’s web pages
- Read your University e-mail daily, as class arrangements occasionally have to be changed at short notice. University e-mail is used to transmit important messages relating to all aspects of your programme
- Read the programme notice board outside the School Office eg once a week
- Complete questionnaires when requested in order to help us improve and develop our programmes
- Maintain the highest levels of behaviour and in particular, be considerate to other students
- Respect each staff member’s commitment to duties other than teaching your module

The responsibilities given above are listed directly, or implied, by Newcastle University’s Student Charter which 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. The Charter was written by both staff and students and is updated regularly.

In particular, the Student Charter makes clear that we expect high standards of academic and personal conduct throughout your time at Newcastle, and in the School. Consistent with this, we expect that, in the classroom, all students will avoid any disruptive behaviour, including:

- Talking in class which is not related to the subject matter when the class is being delivered
- any use of mobile phones (spoken calls, texting, taking photographs, videoing, accessing the internet) is strictly prohibited
- Lateness, unless unavoidable. The class should start at five past the hour and should not be disrupted by any systematic routine lateness
- Any activity which diverts your attention from the class (this includes reading newspapers, listening to music etc)
- Finally, you are expected to behave, at all times, in a manner which respects all the staff and all your fellow students. So, for example, it is unreasonable to expect staff to:
  - cover your absence from class, without good reason, by providing course material that you have missed. Handout material will usually be available on the web (and your fellow students should be willing to supply you with copies of the lecture notes)
  - open an e-mail dialogue by responding to technical questions about the programme, although very routine, elementary questions might be answered (but not necessarily immediately)

**Communicating by E-mail**

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

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

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

### 3. Library

**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 homepage

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

**Newcastle University Libraries**

The Robinson Library is the main campus library and has resources for all subjects except medicine and law.

The Walton Medical and Dental Library is in the Medical School and serves the needs of the Medical, Dental and Biomedical Sciences

The Law Library is located in the Law School and provides extensive resources for all those engaged in learning and researching law.

The University Library also offers a 24x7 online chat service. To ask a library-related question go to [http://libhelp.ncl.ac.uk/](http://libhelp.ncl.ac.uk/)
Electronic books (e-books) are full text books which can be accessed 24 hours a day, seven days a week from anywhere in the world via the internet. Over 100,000 eBooks are available through the library catalogue. Full details can be found on the Robinson Library website http://www.ncl.ac.uk/library/resources/ebooks/

**Printing and Photocopying**

Printing and photocopying services are available within the Nanyang Polytechnic campus (e.g. Eazi Printing). For photocopying lecture slides and other teaching materials, normally your student representatives will pay accordingly on charges and the cost will be shared by students in the class who have requested for the copies.

4. **Computing**

Most students use a computer during their study at Newcastle whether it is on or off campus. You have access to computers on campus and the nearest PC facility is Teaching Room TR1 and TR2. This facility is maintained by ISS and any IT problems should be reported to the ISS as soon as possible to Mr Joseph Teo.

Students have free access to all cluster rooms which are subject to building opening hours, apart from the times when classes are scheduled. You are encouraged to use the machines to carry out your assessed work or for other personal study. There are manuals available electronically via the University website.

In order to keep the networks available without unnecessary restriction, all computers are installed with antivirus software. This software continually monitors all files and programs. The University strictly enforces the rule that no games or other private software of any kind are to be used on cluster machines. It is also important to note that no food or drink is allowed in cluster rooms.

**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

5. **Careers**

You can approach SIT Career Service for enquiry. See http://www.singaporetech.edu.sg/career-services/our-services.

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. There are a number of learning resources available for academic writing and general writing skills at http://www.ncl.ac.uk/students/wdc/learning/.
6. Student Services

Student Self Service Portal (S3P)

Students should be aware of the S3P system which enables you to:

- Register on your programme of study
- Keep details such as addresses up to date
- Pay fees
- Produce a document to confirm your student status such as for council tax purposes
- Confirm module choices for the next academic year

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

7. Timetable

We will try not to make changes to your timetable after teaching starts. However change can sometimes be unavoidable. If this does happen, we will always try to notify you of planned change, including any rescheduled classes.

8. Equal Opportunities

The University has a clearly defined equal opportunities policy (the ‘Single Equality Scheme’). Copies are available from Human Resources, the Student Progress Service and on the University’s web site at: [http://www.ncl.ac.uk/diversity](http://www.ncl.ac.uk/diversity)

9. Dignity at Work and Study

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

The Code of Practice covers both staff and students and provides information on sources of advice and support. The full Code of Practice can be found at: [http://www.ncl.ac.uk/students/progress/Regulations/SPS/dignity.htm](http://www.ncl.ac.uk/students/progress/Regulations/SPS/dignity.htm)

10. Health and Safety

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). 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)

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.

11. Student Wellbeing

Managing your academic commitments and your personal life can be challenging. If you need a helping hand or just to talk to somebody, 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.

12. Newcastle University Student 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.

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. 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.

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.

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.

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.

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.

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.

13. Other University Policies and Procedures Relating to Students

Further details of many of these can also be found on the Student Progress Service’s web site at: http://www.ncl.ac.uk/student-progress/ or the Student Service’s portal at: http://www.ncl.ac.uk/students/progress/student-resources/regulations/


Public Interest Disclosure (‘Whistleblowing’) [http://www.ncl.ac.uk/hr/policy/conduct/documents/20030701_policy-conduct-public-interest-disclosure-whistleblowing_rjcb.pdf]