GUIDELINES FOR DEGREE PROGRAMME HANDBOOKS 2018-19

All taught degree programmes (undergraduate and postgraduate) are required to have handbooks. Details included in handbooks should conform to University requirements and procedures and should always be clear, accurate and consistent with other sources of information provided to students (e.g. module guides, school handbooks). For branch campus, transnational or partnership programmes, any local differences or other variations from Newcastle University’s institutional policies and practices should be clearly noted and explained.

Each programme handbook must contain a summary of programme commitments in a prominent place at the beginning of the document. This summary of commitments is included in Section A.

Aside from the summary of programme commitments, which is required, the following list of suggested sections is not definitive but reflects the requirements of the national quality agenda with its emphasis on standards and its reference to subject benchmarks, programme specifications and the Framework for HE Qualifications. Guidance is provided on the information to cover and, where appropriate, sample text is provided.

The following document includes both italicized guidance text (outlining what should be included in each section) and sample text, given purely as an example to help prepare degree programme handbooks (in standard font). Sample text can be copied and used verbatim, or subject areas may edit the text to suit their own purposes and needs. The order of the items shown is not meant to be prescriptive but merely indicative.

The following sections have been updated for 2018-19:
A:2 Summary of Programme Commitments (p. 2)
A:3 Key Dates (p. 3)
A:5 The Student Charter and the Newcastle Offer (p. 4-5)
A:6 Attendance (p. 5)
A:7 Student Self Service Portal (S3P) (p. 5-6)
B:7 Placement and Study Abroad Opportunities
C:2 Peer Mentoring (p. 8-9)
C:5 Student Advice Centre (p. 10)
D Circumstances affecting your studies – section name change (p. 10)
D:1 If You Are Ill or Away from the University for Personal Reasons (p. 10)
D:4 Complaints and Appeals (p. 12)
D:4 Examinations (p. 14-15)
F:1 Overview (p. 17)
F:3 National Surveys (p. 18-19)
F:4 Academic Student Representation (p. 19)
G:1 Mechanisms for Ensuring the Quality of Your Degree (p. 19-20)
H:2 University Library (p. 21)
H:3 Academic Skills Kit (ASK) (p. 21)
H:4 Writing Development Centre (p. 21-22)
H:7 Computing Facilities (p. 23)
H:8 Careers Service (P. 23-24)
H:9 Health and Safety (p. 24-25)
I: Additional University Contact Information (p. 25-26)

Please note that a series of web pages provides an electronic alternative for some of the sections below. Academic units may wish to include links to the web pages (which are written in a student-facing manner) rather than include full details of the University policies in their handbooks. Links to these pages are available in Appendix A.
If the items listed below appear in detail in other School or University documents given to students, there is no need to repeat the information in multiple places. Please give a reference in the degree programme handbook to where the information can be found (including web references where appropriate). A summary of relevant contact details can be found towards the end of these guidelines.

https://my.ncl.ac.uk/ provides a useful gateway to many of these student services.

Section A: Introductory Information

1. Welcome Message & Key Contacts

This section should welcome students to the University and to the specific School or programme as well as introduce the purpose of the degree programme handbook. This section should also include a summary of key staff contacts (e.g., Head of School, DPD, Senior Tutor, Office Manager) and descriptions of roles as necessary.

Welcome to the School of [insert School name]. We hope that your time here will be both successful and enjoyable.

This handbook aims to provide you with all the information you need to make your learning experience in the School as rewarding as possible. Take time in Welcome Week to read through this guide and keep it for future reference. It sets out important information about your degree programme, tells you what we expect from you, and explains what you can expect from us. It also tells you where to go if you have questions or if something goes wrong.

The content of this handbook does not cover every situation that might come up, so please ask a member of School staff if you need help or information. Your contacts are your Personal Tutor, the Degree Programme Director (DPD) for your particular degree programme, your lecturers and the administrative staff in the School Office. There is always plenty of help available.

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.

Name
Head of School

(Insert summary of staff details)

2. Summary of Programme Commitments

This section, which must be prominent in your student handbook, should outline the key programme commitments that you make to students.

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

<table>
<thead>
<tr>
<th>Average number of contact hours for this stage / programme:</th>
<th>Insert here the link within your DPH including the page reference. Add any other appropriate links.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of delivery:</td>
<td>Insert here the link within your DPH including the page reference.</td>
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</tbody>
</table>
Normal notice period for changes to the timetable, including rescheduled classes: Insert here the link within your DPH including the page reference.

Normal notice period for changes to the curriculum or assessment: Insert here the link within your DPH including the page reference.

Normal deadline for feedback on submitted work (coursework): Insert here the link within your DPH including the page reference.

Normal deadline for feedback on examinations: Insert here the link within your DPH including the page reference.

Professional Accreditation: Insert here the link within your DPH including the page reference. If not applicable please state this.

Assessment methods and criteria: Insert here the link within your DPH including the page reference.

Academic guidance and support: Insert here the link within your DPH including the page reference.

3. Key Dates

Include information about the structure of the academic year, including semester and term dates. You should include any other dates when students are expected to be present (e.g., re-sit assessment dates).

2018-19 Semester and Term Dates:

<table>
<thead>
<tr>
<th></th>
<th>Monday 24 September 2018</th>
<th>Friday 14 December 2018</th>
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</thead>
<tbody>
<tr>
<td>Autumn Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Term</td>
<td>Monday 7 January 2019</td>
<td>Friday 29 March 2019</td>
</tr>
<tr>
<td>Summer Term</td>
<td>Monday 29 April 2019</td>
<td>Friday 14 March 2019</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Monday 24 September 2018</td>
<td>Friday 25 January 2019</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Monday 28 January 2019</td>
<td>Friday 14 June 2019</td>
</tr>
</tbody>
</table>

Undergraduate:
The undergraduate academic year is organised into three terms. Major holidays (Christmas and Easter) occur between terms. The undergraduate academic year is ALSO organised into two semesters. Semester 1 includes 1 week of induction and registration, 12 teaching weeks, and 2 examination weeks; Semester 2 includes 12 teaching weeks and 3 examination weeks. You are expected to be in attendance during every term and for all teaching and examination weeks during the semesters.

Postgraduate:
The postgraduate academic year is organised within the general framework of three terms/two semesters, with a dissertation undertaken wholly or in part during the period June to August.

Examination dates: Most examinations are scheduled at the end of Semester 1 (January) or Semester 2 (May/June), but if you do not pass at the first attempt, you may be required to take an additional resit examination at the end of August.
20118-19 Exam Dates:

<table>
<thead>
<tr>
<th>Period</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Semester One</td>
<td>Monday 14 January 2019 to Friday 25 January 2019 (including Saturday 19 January)</td>
</tr>
<tr>
<td>Semester Two</td>
<td>Monday 20 May 2019 to Friday 7 June 2019 (including Saturday 25 May and Saturday 1 June)</td>
</tr>
<tr>
<td>Resits</td>
<td>Monday 19 August 2019 to Friday 30 August 2019 (including Saturday 24 August)</td>
</tr>
</tbody>
</table>

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

4. University Timetables

This section should provide a link to the student timetables website and any essential information that students need to understand how to use the timetable.

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

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

5. The Student Charter and the Newcastle Offer

Provide a link to the current Student Charter and a brief introduction of how it outlines both students’ responsibilities and those of the University and School. For undergraduate programme handbooks, it is also recommended that you include a link to the Newcastle Offer.

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

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

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

In summary, you are expected to:

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

As a University student, you are expected to maintain the highest levels of behaviour and consideration toward other students, staff and members of the wider community. The University expects students to conduct themselves in a reasonable and appropriate manner at all times, both on and off campus, to foster mutual respect and understanding. This includes:

• Behaving and communicating in ways that are unlikely to offend others.
• Complying with all reasonable requests from staff
• Being considerate to neighbours, especially in relation to noise levels and rubbish
• Acting within the law.

To register at the University, you must accept the following declaration as part of the online registration process. 'I hereby promise to conform to the discipline of the University and to all statutes, regulations and rules in force for the time being in so far as they concern me'. The Student Discipline procedure can be accessed via the following link
http://www.ncl.ac.uk/students/progress/Regulations/SPS/disciplinary.htm

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

6. Attendance

This section should explain the importance of student attendance in all timetabled sessions and outline the University policy on attendance monitoring.

The University wishes to support all students to the completion of a programme of study and we know that good attendance plays an important part in successful outcomes. It is important that all students adhere to the terms of the Student Charter and attend all timetabled sessions in a punctual manner. The University also has a legal obligation to monitor the attendance of international students and to report to UK Visa and Immigration, any student who is not attending regularly.

Attendance at classes is monitored to help us to identify, contact and support at an early stage any student whose attendance record gives us cause for concern. On some degree programmes most or all classes are monitored, and in others just a proportion. We use the SMART card scanners located throughout campus to record attendance and your attendance at timetabled classes is recorded whenever you are asked to scan your SMART card. Different degree programmes record attendance at different types of classes and your programme's policy on which types of classes it monitors should be made clear to you at induction.

If you are unable to attend for any reason, you should notify your School by promptly submitting an absence request form along with any necessary evidence. You can do this through S3P. International students should also seek approval for vacations or plans to leave the UK in the summer period, as this may have implications for your visa.

A significant number of absences could mean that your School may consider that you are not making ‘satisfactory progress’ and action may be taken under the University General Regulations that could result in termination of your programme of study. International students should note that persistent and unauthorised/unexplained absence, even for compassionate and compelling reasons, may be communicated to UK Visas and Immigration which could result in your UK visa being curtailed.

See http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/ for more information on University attendance requirements.
### 7. Student Self Service Portal (S3P)

*This section should outline the reasons why students would use the self-service portal and provide a link to it.*

S3P is your Student Self Service Portal, use this system if you want to;
- Register on your programme of study
- Keep details (addresses, etc.) up to date
- Pay fees online
- View and print documentation to confirm your student status (e.g. for council tax purposes).
- Confirm module choices for the next academic year
- Report an absence to your School.
- Submit a Personal Extenuating Circumstance (PEC) form

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

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

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

### Section B: Degree Programme and Module Information

#### 1. Overview and Important Definitions

*This section explains the importance of Section B and the types of information available. It should also provide essential definitions of terms that will be used throughout the section.*

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

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

- Compulsory modules – modules that you must take in order to fulfil the requirements of the Degree Programme

- Core modules – those modules which you must PASS to be allowed to proceed

- Optional modules – those which you choose to take because they suit your interests and career aspirations

- Aims – each programme will have a set of aims that explains the overall goals of the programme. These aims will relate to programme structure, student outcomes, placements (where relevant), and accrediting bodies (where relevant). Modules will also have a set of aims that explains the primary objectives of each specific module.

- Learning outcomes – each programme will have a set of learning outcomes that specifies the skills and knowledge that students are expected to develop over the course of the programme. Modules will also have specific skills outcomes and knowledge outcomes that specify what you will learn and what skills you will develop on each module.

- Degree programme regulations – explain which modules can be taken, programme-specific progression rules (i.e., how to ensure that you advance to the next stage), and programme-specific degree classification rules (i.e., how your final degree classification will be determined). All degree programme regulations are available here: [http://www.ncl.ac.uk/regulations/docs/](http://www.ncl.ac.uk/regulations/docs/)

- Degree programme specifications – the specifications for each degree programme contain information on the aims, learning outcomes, teaching and learning methods and assessment strategies specific to each programme. All degree programme specifications are available here: [http://www.ncl.ac.uk/regulations/programme/](http://www.ncl.ac.uk/regulations/programme/)
<table>
<thead>
<tr>
<th>2. Degree Programme Aims, Specifications and Regulations</th>
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<tbody>
<tr>
<td>This section should state clearly the aims of the programme and provide links to the Degree Programme Specifications and Regulations. It should also explain why students would need to use those documents and how they should read them.</td>
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<tr>
<th>3. Modules and Module Choice</th>
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<tbody>
<tr>
<td>This section should provide a list of modules that are compulsory and/or optional on the programme. It should explain how students will select modules and what happens if students wish to transfer between modules.</td>
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</tbody>
</table>

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

Stage 1 students complete module selection in Induction Week, and all students will be provided with information to help you select your optional modules. Before submitting your selections, you should meet with your personal tutor to ensure that they are appropriate and that they fit with the Degree Programme Regulations.

The Module Catalogue is rolled forward to the next academic year in March of each year. All continuing students (except for final year students) use S3P to register for your next stage around Easter each year. The S3P system knows what programme you are studying and whether you are studying full time or part time. The system will only let you select the modules associated with your programme to the value of the credits for the stage of your programme.

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<thead>
<tr>
<th>4. Teaching and Contact Hours</th>
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<tr>
<td>This section should explain the types of teaching that students will experience in the programme and the expected number of contact hours per week (per Stage, if it varies).</td>
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</table>

You will experience a variety of types of teaching during your time at University, each of which has different learning objectives and each of which will contribute to your learning experience in different ways. The University has definitions of the key types of teaching (http://www.ncl.ac.uk/ltds/assets/documents/res-contacthours-mofs.pdf), but the amount and types of contact time vary quite a bit between modules, stages, and programmes.

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<tr>
<th>5. Graduate Skills Framework</th>
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<tbody>
<tr>
<td>This section should provide a summary of the study skills and techniques that students will acquire over the course of their degree programme. It may be most appropriate to map modules to the Graduate Skills Framework.</td>
</tr>
</tbody>
</table>

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

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

<table>
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<tr>
<th>6. Additional Costs</th>
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<tbody>
<tr>
<td>This section should include any information on additional costs that students will be expected to pay, including activity costs, equipment fees, placement fees, overseas trips or field trips, etc.</td>
</tr>
</tbody>
</table>
## 7. Placements and Study Abroad Opportunities

This section should provide clear information on what placement and study abroad opportunities are available in the School, including placements/study abroad that is credit-bearing and that which is non-credit bearing. Full information should be provided about a placement year that is a formal part of the degree programme in the form of a separate placement year handbook. If there are opportunities for students to transfer onto a programme with a placement or study abroad opportunity, that should be made clear. Students can be directed toward the University placements website for more information, including on their responsibilities: [https://internal.ncl.ac.uk/placements/](https://internal.ncl.ac.uk/placements/)

### Section C: Student Support

#### 1. Personal Tutoring

This section should summarise the University policy on personal tutoring, explain when students will be assigned a personal tutor, and outline expectations for both students and staff.

When you arrive at University, will you be assigned a personal tutor. This is an academic member of staff who acts as your first point of contact with the University, and he/she can provide you with any information or advice that you may need throughout your academic career.

The role of a personal tutor, as described in the Framework for Personal Tutoring ([http://www.ncl.ac.uk/ltds/assets/documents/qsh-personaltutoring-fwk.pdf](http://www.ncl.ac.uk/ltds/assets/documents/qsh-personaltutoring-fwk.pdf)), is to facilitate students’ personal and academic growth. The personal tutor is there to help with any issues you may have, from personal problems that could be affecting your studies, to giving advice when picking modules, to just being available for a chat.

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

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

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

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

#### 2. Peer Mentoring

This section should explain the peer mentoring system in place in your School. Any upcoming peer mentoring events should be mentioned. For PGT handbooks, if there is no PGT peer mentoring system in place, then this section can be removed from the handbook.

If you are piloting a PGT mentoring scheme in the 2018/19 academic year please include brief details here.
All new undergraduate students will be assigned a peer mentor who will have made contact with you prior to starting University. The goal of peer mentoring is to enable all students to make a smooth transition to feeling at home and settled into the University community – academically, socially and culturally – through access to the advice and support of a more experienced peer.

Your peer mentor can serve as a role model and help you to understand what is expected of you at University. Your mentor should also be very approachable and can help answer questions that you might not want to ask staff. Your peer mentor can also tell you about the social scene at the University and in Newcastle and help to answer practical questions about budgeting, sport facilities, the library, taking lecture notes, accommodation etc.

Your peer mentor will set up a social media network (using tools such as Facebook or Yammer) to help support this process so remember look out for information from them. You will also receive a Mentee Handbook to explain the benefits of the scheme, expectations and support available.

The University has a policy that explains peer mentoring schemes (http://www.ncl.ac.uk/ltds/assets/documents/qsh-peerment-principles.pdf).

3. Other Sources of Support in Your School

This section should outline any other sources of support, including the Degree Programme Director and Senior Tutor.

Your personal tutor should always be your first point of contact if you have questions or concerns, but he/she may point you in the direction of other people in the School.

The Degree Programme Director (DPD) is responsible for the structure, content and standards of your degree programme. His/her role may involve module development, changes to course content, and recruitment activities. Your personal tutor may refer you to the DPD to discuss academic issues.

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

4. Student Services (King’s Gate)

This section should provide information on the types of student support that are available in King’s Gate and direct students so that they know where to seek help if needed.

King’s Gate building provides access to many services you may need, all in one single location. Current opening hours for King’s Gate are as follows:
- Monday and Tuesday – 9 a.m. to 5 p.m.
- Wednesday – 10 a.m. to 5 p.m.
- Thursday and Friday – 9 a.m. to 5 p.m.

When you arrive at King’s Gate, you should go first to the Interaction Team (I-Team) on Level 2. They are your first point of contact for any questions about Academic Support, Accommodation, Fees/Funding/Finance, Health/Wellbeing, Exchange/Study Abroad, and Visa Support. All of these types of support are explained below.

Both drop-in and pre-booked appointments are available. More information is available here: https://my.ncl.ac.uk/students/kingsgate (you will need to cut and paste this URL into your browser)

There are a number of services available; the key services are explained here.
5. Student Advice Centre

This section should provide a brief introduction to the Student Advice Centre and explain why students may wish to use it.

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

The Student Advice Centre cannot provide immigration advice to International students. If you have immigration questions, you should contact the Visa and Immigration Service (VIS) at King’s Gate for advice.

The Student Advice Centre is situated on the ground floor of the Students’ Union Building. Opening times vary throughout the year, so you could check the weekly schedule before dropping by: https://www.nusu.co.uk/support/sac/openingtimes/

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

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

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

Section D: Circumstances affecting your studies

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

This section should explain the steps that students should take to inform the School of any illness.

If you are ill at any point while at University, you should inform your personal tutor as soon as possible. If you are absent for more than three working days (Monday through Friday), you must obtain a Student Notice of Absence form from S3P. This should be returned to the School office or your personal tutor. If you are absent for more than seven working days, you must obtain a medical certificate from your doctor and send it to the School office as well.

The Student Notice of Absence form should also be used for absences other than sickness – i.e. when you need to be away from the University for personal reasons.

If you believe that your absence has affected your academic performance in an assessment (coursework or exam) or prevented you from attending a required session, you should inform your personal tutor. You should also fill in a Personal Extenuating Circumstances (PEC) form to explain how your illness has affected your studies. If your circumstances are particularly sensitive and you do not want any details to be known, even to your tutor, then you can provide a confidential letter and information in a sealed envelope for the Chair of the School PEC committee.

More information about sickness and absence procedure is available here: http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/sickness.htm.

2. Personal Extenuating Circumstances

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

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

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

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

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

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

It is the student’s responsibility to provide evidence to back up their PEC application. Evidence should outline the problems faced and the period of impact – e.g. doctor’s notes, a statement of support from a tutor, letter from an employer etc. It is recognised that this can be difficult, but a request is more likely to be approved if evidence is available – particularly evidence of the impact on the specific module/assessment and at the time of the assessment.

Requests for adjustments that relate to the following, are not normally accepted as the basis of a PEC application:

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

Personal Extenuating Circumstance (PEC) Policy and Procedure - http://www.ncl.ac.uk/students/progress/student-resources/help/
Submission Guidance http://www.ncl.ac.uk/students/progress/student-resources/help/
3. Change of Circumstances (Transfer, Suspend Studies or Withdraw)

This section should explain to students the various processes for transferring degree programmes, suspending their studies, or withdrawing from the University.

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

If you transfer from one programme in the University to another, you may also be able to transfer the credits and marks that you have earned. You will need to discuss this with the Degree Programme Director of both programmes.

Permission to make these changes often depends upon approval from the Degree Programme Director.

More information on the relevant procedures and the forms you may need to fill in is available here: [http://www.ncl.ac.uk/students/progress/student-resources/change/](http://www.ncl.ac.uk/students/progress/student-resources/change/). Your personal tutor should be able to help you complete these forms if necessary.

4. Complaints and Appeals

This section should outline University procedures for student complaints and appeals and explain where students would need to find additional information in these areas.

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

A complaint can be made on nearly any aspect of your academic studies, but you should be prepared to provide evidence to support any allegation. Please note: a complaint cannot be used to seek to overturn the academic decision of examiners. The complaints procedure has a three-stage process. You are expected to try to resolve your complaint informally with the individual or service concerned under Level 1 of the procedure before a formal complaint under Level 2 is submitted. If you remain unhappy after receipt of your Level 1 outcome or you consider your complaint is still not resolved, you can submit a complaint under Level 2 of the complaints procedure by submitting the Complaints Form and supporting evidence to [casework@ncl.ac.uk](mailto:casework@ncl.ac.uk).

If you want to complain about another student at the University you should contact the Casework Team by emailing [casework@ncl.ac.uk](mailto:casework@ncl.ac.uk). The email should contain a full explanation as to the nature of the concern, with supporting evidence. Student Progress Service may invite you to a meeting as part of the investigation. The allegation will normally be investigated under the University’s Disciplinary Procedure.

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

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

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

b) Grounds for academic appeal following PEC Committee Decisions:
Section E: Assessment and Feedback

1. Coursework Submission

This section should explain to students where they will find submission deadlines and how they should submit coursework assignments. If there are a variety of ways in which students will submit assessments, make that clear and explain how students will know what to do in each instance.

University policy states that all submission deadlines must be published by the end of the second teaching week each semester. You should take note of these deadlines at the beginning of each semester and make sure you carefully plan when you will complete each assignment.

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

Only the Degree Programme Director has the authority to approve changes in coursework submission deadlines once they are published. If a deadline does change, you will be given sufficient notice and a reason for the change.

More information about University policies on coursework submission and the return of feedback is available here: http://www.ncl.ac.uk/ltds/assets/documents/qsh-assmt-assessedwork-policy.pdf.

2. Plagiarism

This section should explain to students the University policy on plagiarism checks and outline what they need to know in order to submit their work for checking. If they will be allowed in some instances to view their similarity reports, that should be explained.

The University makes routine plagiarism checks on all appropriate pieces of work. This means that your coursework assessments will be submitted to an electronic text matching software system (directly, by you, or by a member of staff). Your work will be checked against a database of web pages, academic articles and books, and other students’ papers (from Newcastle and other universities) and any matches between your work and those other sources highlighted. Matching text does not necessarily mean that you have plagiarised, since you may have correctly referenced text from other source.
When you submit your assignments, you will be told how you need to submit to ensure they are checked. There are some file restrictions and file size restrictions, and you will be given guidance on what you can and cannot submit. You should always ask your module leader if you have any questions about a specific assignment.

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

3. Late Submission of Assessed Work

*This section should outline the University policy on late submission as well as clarify any School variations (including work that is exempt from the University policy).*

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

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

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

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

4. Examinations

*This section should clarify any information that students need to know about exams, including the timetable (especially if exams are not held during the University exam periods), format, and special requirements.*

University exam period dates are normally published a least a year in advance. ([http://www.ncl.ac.uk/exams/exam-dates/](http://www.ncl.ac.uk/exams/exam-dates/)). For 2018/19, Semester 1 exams will fall between 15 January and 25 January 2019; Semester 2 exams fall between 20 May and 7 June 2019. Re-sit exams will take place from 19 August to 30 August 2019. Please note that examinations can be scheduled on Saturdays during the main periods. You are expected to be available for examination at the University during all of the main periods.

The University publishes a provisional exam timetable about 2 months in advance, so that you can check there are no clashes between your modules. A final exam timetable is published about 6 weeks before the exam period. It is your responsibility to check the dates, times and locations of you exams carefully on your timetable.

Prior to your exams you must also read and understand the Exam Rules and Guidance which explains how you are expected to behave during exams, what you can and cannot take into an exam:

[http://www.ncl.ac.uk/students/progress/exams/exams/examrules.htm](http://www.ncl.ac.uk/students/progress/exams/exams/examrules.htm).

The University has a calculator policy for examinations. Students can only use three models of calculator (Casio FX-83GTPLUS, Casio FX-85GTPLUS, or Casio FX-115MS – or any discontinued models of the same calculator i.e. any calculator model that begins with ‘Casio FX-83’, ‘Casio FX-85’ or ‘Casio FX-115’).

When you are revising for your exams, you will almost certainly find it helpful to obtain copies of recent examination papers; these are available on the University website ([https://www.ncl.ac.uk/exams/past-papers](https://www.ncl.ac.uk/exams/past-papers)). Sample papers should be provided by the lecturer for new courses.

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

Examinations will generally take place on (or close to) campus, although there are exceptions to this rule. International students, for example, may apply to take a re-sit exam in their home country. More information is available from the Exams Office: (https://www.ncl.ac.uk/exams/overseas/)

5. Feedback on Assignments

This section should explain when and how feedback will be returned to students and should emphasise the fact that students will receive feedback in a variety of forms. It should also provide guidance to students on how to read and respond to their feedback.

You will receive feedback on all of your coursework and exams. University policy states that feedback on coursework must be returned within 20 working days (i.e. normally four weeks, not including Bank Holidays or University closure days). Some assessments may be exempt from this requirement. Exam feedback must be returned 20 working days (i.e. normally four weeks) from the end of the exam period; if this date falls during summer holidays, then it must be received at the start of the next semester/term. If feedback is going to be returned late for any reason, or if an exemption from the University’s feedback policy applies to your programme, you will be informed in advance and told when you should expect to receive your feedback.

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

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

6. Marking Criteria

This section should point students in the direction of any relevant marking criteria (including Faculty and/or School level marking criteria). It should also explain to students how the criteria and/or rubrics will be used (whether they are quantitative or qualitative, for example) and how they help markers to determine the final marks.

7. Marking and Moderation Processes

This section should explain the marking process so that students understand why marking is fair and unbiased. Reference should be made to any anonymous marking and/or any moderation processes in place.

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

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

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


### 8. How Assessment Affects Your Progress

*This section should explain to students how their assessment and marks affect their progress within the programme; the information will need to be tailored to the specific type of programme (depending on the number of stages, stage weighting, etc.). It is important that you explain to students what happens if they fail an assessment and/or a module.*

Your progress within your programme depends on your assessment marks, as explained in your degree programme regulations. The simplest way to proceed from one stage to another is to pass all credits in a given stage. Should you fail any number of modules, you are allowed the opportunity to re-sit these examinations in August. Re-sit exams are normally held in August, though students may choose to take a year out from the University and re-sit at the next normal sitting during the academic year. Students who registered at the University in 2013-14 or later are allowed one re-sit attempt; students who registered in 2012-13 or earlier are allowed two. If you satisfy the examiners with your performance on the re-sit, you will have a pass mark (40 for undergraduate, 50 for postgraduate) recorded for that module.

### 9. Assessment Irregularities and Disciplinary Procedures

*This section should define assessment irregularities and outline what procedures the University will follow in case any arise.*

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

- Copying from or conferring with other candidates or using unauthorised material or equipment in an examination room
- Impersonating or allowing another to impersonate a candidate
- Introducing examination scripts into the examination process otherwise than in the course of an examination
- Permitting another student to copy work
- The falsification (by inclusion or suppression) of research results
- Plagiarism, defined as the unacknowledged use of another person’s ideas, words or work either verbatim or in substance without specific acknowledgement. It is also possible to plagiarise yourself if you submit the same work for multiple assignments or do not acknowledge ideas or words that you have submitted previously
- Procurement of assessment material.

The University’s assessment irregularity procedure can be found in full here: [http://www.ncl.ac.uk/students/progress/Regulations/SPS/assessment.htm](http://www.ncl.ac.uk/students/progress/Regulations/SPS/assessment.htm)

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

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

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

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

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

This section should provide a basic outline of the School or subject’s policy on RPL and credit transfer. It should include information on how students should apply for RPL and/or credit transfer, how students’ information will be handled, the timescale for making a decision, and a named contact.

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

If your application for RPL or credit transfer is successful, you will not have to take the module (or modules) identified in your application. However, any previous marks (at another University) will not be counted toward your Newcastle degree classification.

If you receive credit transfer, you will be considered to have ‘passed’ the module; if you receive RPL, you receive no credit for the module but will be exempt from taking it. It may not always be to your benefit to apply for RPL or credit transfer, since it means that you will have fewer modules that count toward your final degree classification (meaning that each one carries a greater weight).

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

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

### Section F: Student Representation and Feedback

#### 1. Overview

You should include in this section a brief overview of the various forms of student feedback that the School elicits, including but not limited to, module and stage evaluations and student representation. You should also include an overview of how the School provides feedback to students on actions taken in response to issues that arise from student surveys, i.e. the School’s local arrangements for ‘You Said, We Did’. The University aims to make sure all students are aware of the effects their feedback has. One way of doing this could be to use some time in the first session of a module to highlight some feedback from previous years and resulting changes to the module for the cohort now taking the module. This way students are assured that their evaluations are taken seriously and should feel as if they have already benefitted from it.

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

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

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

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

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

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

More information about module evaluations is available here [https://internal.ncl.ac.uk/yousaidwedid/surveys/](https://internal.ncl.ac.uk/yousaidwedid/surveys/).

### 3. National Surveys

*This section should explain any relevant external surveys for the students on the programme, identifying when the survey will take place and where the results will be addressed.*

The University participates in the four big national student opinion surveys: National Student Survey, Postgraduate Taught Experience Survey, Postgraduate Research Experience Survey, and the International Student Barometer.

**National Student Survey (NSS)** - The NSS contributes to public accountability, helps inform the choices of prospective students, and provides data that allows informed decisions to be made to enhance the Undergraduate student experience. The NSS typically runs from February through to April annually. It includes all full-time and part-time UK, EU, and international final year undergraduate students studying at Newcastle main campus and Newcastle University London (NUL), including eLearning students based in the UK. The University runs a Newcastle Student Survey through EvaSys which is designed for students who meet the basic NSS requirements, but are based outside of the UK at Newcastle University Medicine Malaysia (NUMed), Newcastle University International Singapore (NUIS), or are non-UK based elearners. The NSS excludes incoming and exchange students. See [https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/](https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/) for more information. Previous years’ NSS results are available on the Planning Office website [https://internal.ncl.ac.uk/planning/performance/student-survey/](https://internal.ncl.ac.uk/planning/performance/student-survey/).

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

**Postgraduate Research Experience Survey (PRES)** – The PRES gathers information about the experience of research students, focusing on students’ experiences of supervision, resources, research community, progress and assessment, and skills and professional development. It also considers students’ motivations for taking their programme. The PRES runs every odd ending year e.g., 2017, 2019, typically in the Spring. It includes all full-time and part-time UK, EU, and international postgraduate
**research students.** See [https://www.heacademy.ac.uk/institutions/surveys/postgraduate-research-experience-survey]. Previous years’ results are available at [https://internal.ncl.ac.uk/planning/students/pres.htm]. This is similar to the NSS, but for postgraduate research students.

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

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

4. Academic Student Representation

**This section should explain how student representatives will be elected within the School and how and when they will serve on committees.**

You will have an opportunity to elect academic student reps within your School and you may wish to put yourself forward to be a rep yourself! Academic student reps are a crucial link between the student body and staff since they find out what other students are thinking and work with University staff to help improve the student experience.

There are four different academic student rep roles at Newcastle University.

Course Reps are elected by their peers and will attend their **Student-Staff Committee** on their behalf. The **Student-Staff Committee** is chaired by a student and usually has a student secretary. All students are able to contribute to their Student-Staff Committee’s agenda – just tell your Course Rep what you think should be discussed! The Student Chair and Student Secretary are also asked to attend the **Board of Studies**, which oversees teaching activities in the School.

School Reps are appointed by the Students’ Union to represent their School at the **Faculty Learning, Teaching and Student Experience Committee (FLTSEC)**. They will gather student opinion from across your school by working with the Student Chairs and Student Secretaries of your Student Staff Committees and will present any key student topics at FLTSEC. They will also feedback any new key initiatives from the University and Faculty that will affect students across the School at Student Staff Committees.

The Students’ Union provides training and support for Course Reps, Student Chairs and Secretaries, and School Reps. They also run Hall and Community Rep schemes — more information about student representation is available here: [https://www.nusu.co.uk/yourvoice/repso/].

**Section G: Ensuring the Quality of Your Degree**

1. Mechanisms for Ensuring the Quality of Your Degree

**This section should outline the University and School mechanisms for ensuring the quality of degree programmes, including at minimum reference to Annual Monitoring and Review (AMR), Learning and Teaching Review (LTR) and External Examining. If relevant, you should also make reference here to accrediting bodies and the accreditation of the degree programme.**

Each programme is required to list the names, positions, and home institutions of any of its external examiners within the degree programme handbook. **Please state where an external examiner has been appointed to fulfil a role on behalf of a professional body and/or where the external is a member of (or affiliated with) a professional body.**

Summarise details of any opportunity that students may be provided with by the School to meet with an external examiner or participate in an LTR visit.
The University is responsible for ensuring the quality and standards of all academic awards made in its name. You should have confidence that there are a number of people – inside your School, across the University, and outside the University – who review your degree programme and ensure that it is up-to-date, consistent in its treatment of students, appropriate in its forms of teaching and assessment, and of the highest standards. The key mechanisms are described below:

Annual Monitoring and Review (AMR) – Every year programmes are asked to comment on what went well and what could be improved (and to provide evidence). Each programme is also required to develop an action plan that lists new projects and activities to improve the degree programme. This AMR is reviewed at Faculty level each year and at University level to identify effective practice to share or issues to address. See the University policy for more information: http://www.ncl.ac.uk/ltds/assets/documents/qsh-amr-policy.pdf.

Learning and Teaching Review (LTR) – Approximately every six years each School or subject area is reviewed by a panel of University staff and at least one external member who is a discipline-specialist. This review examines the teaching and learning process and speaks with students and staff about their experiences of the programme. More for information, see: http://www.ncl.ac.uk/ltds/assets/documents/qsh-ltr-policy.pdf.

External Examining – Each programme will have at least one external examiner, someone who works at a different University or in industry. The function of external examiners is to assist the University by providing assurance that in their expert judgement the standards of all awards at Newcastle are at least comparable to those in similar subjects in other universities in the UK and with relevant external referents. External examiners are asked to review programme aims and learning objectives as well as assessment questions and feedback. In order to help ensure the quality of the education it provides and the maintenance of the standards of its awards, the University places significant reliance on its external examiners by:

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

For further information, see: http://www.ncl.ac.uk/ltds/governance/examiners/.

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

You can engage directly with a LTR by volunteering to meet with the panel (if there is an LTR while you are a student) or by volunteering to serve as a student panel member for an LTR in another School. You can engage with AMR and external examining through the student representation system and by participating in School and Faculty committees.

Changes to your programme – The University recognises that students invest time and personal effort in their studies and need timely dialogue and clarity of options when changes occur. Your School will act transparently and enter dialogue with students to identify options and minimize the impact on students affected by changes to programmes. For further information, see http://www.ncl.ac.uk/ltds/assets/documents/qsh-progapp-majminchanges-policy.pdf.

**Section H: Resources**

1. Tools for Study and Revision

   *This section should explain tools that the students have within the School for study and revision, including but not limited to, Blackboard, ePortfolio and ReCap. This information will necessarily have to be School-specific, since Schools use these tools to different extents and in different ways.*

2. University Library

   *This section should outline the key aspects about the library that students should know, including the name and contact information for the relevant liaison librarian and information about any relevant archives or databases.*
The University Library Service provides access to a wide range of resources, services and study spaces as well as professional expertise to help you to be successful in your studies and research. The Philip Robinson Library is open 24 hours a day during term-time, and the Marjorie Robinson Library Rooms, Walton and Law libraries are open until late.

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

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

The libraries are excellent places to study. They have a range of silent and quiet areas plus group and collaborative learning spaces. They collectively house over 790 computers. Wi-Fi is also available so you can use your own devices or borrow one via the Laptop Loan Scheme.

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

Library Staff are available at information points and service desks to help you to find the information you need. They also offer workshops and one to one consultations to help you improve your information skills. Alternatively you can use the online Library Help service 24/7 (libhelp.ncl.ac.uk) to access support no matter where you are.

If you have any questions or need any help ask a member of Library staff or contact them via Library Help (libhelp.ncl.ac.uk) – they are there to support you through your course. For further information on Library services see www.ncl.ac.uk/library

3. Academic Skills Kit (ASK)

The Academic Skills Kit is an online resource which brings together the range of academic skills development provision across Newcastle University into a one-stop website. Provision includes information literacy, revision strategies, academic writing, time management and maths and statistics. It signposts specialist support for, for example, international students or those with Specific Learning Difficulties. It also hosts a range of self-access online resources with advice and tips on various aspects of study. Please visit www.ncl.ac.uk/ask.

4. Writing Development Centre

The Writing Development Centre's role is to help you become a confident and successful independent learner. Our team of tutors offers advice and guidance on academic skills including:

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

Our approach is developmental – we don’t ‘check’, proofread or correct work for you, but we do help you understand the expectations of university study and develop effective strategies which will suit your subject and stage, and your own study preferences. We work with students at all levels from Undergraduate to Postgraduate and across all subjects. We can only offer advice on work submitted for assessment as part of a degree programme at Newcastle University.

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

The Writing Development Centre is based on Level 2 of the Philip Robinson Library. To find out more of book an appointment please see our website https://www.ncl.ac.uk/library/subject-support/wdc/

5. INTO Newcastle In-Sessional English

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

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

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

6. Maths-Aid

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

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

7. Computing Facilities

This section should outline the key computing resources for students in your programme, including any specialist clusters or software that they will be expected to use.

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

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

Make sure you have a look at the software deals available to you as a student: https://www.ncl.ac.uk/itservice/software/softwaredeals/student/

8. Careers Service

This section should provide an overview of the Careers Service as well as provide information on any Careers modules that students in the programme have the option of taking.
The Careers Service is situated in King’s Gate, Level 1.

Opening hours: Monday, Tuesday, Thursday, Friday 9:00 to 5:00
Wednesday 10:00 – 5:00
Term time drop-in sessions: Monday – Friday 11:00-16:30

Whether you’re seeking a graduate career, doing further study, or starting a business, the Careers Service can help you realise your potential. We provide careers advice and support while you’re studying, and for three years after you graduate. You can drop in to speak to us during the week, or visit our website http://www.ncl.ac.uk/careers/ to start your career planning journey.

We can help you to:

- plan your career - https://www.ncl.ac.uk/careers/planning/
- market your skills and experience in CVs and job applications and LinkedIn profiles - https://www.ncl.ac.uk/careers/applications/
- build up your contacts and networks - https://www.ncl.ac.uk/careers/makingcontacts/
- develop enterprise skills or start a business
- find placements, internships or work experience - https://www.ncl.ac.uk/careers/workexperience/
- find jobs and postgraduate courses

If you’d like to work for yourself, START UP can help you to develop opportunities, explore ideas, work freelance or start your own business. We offer help at every stage, from pre-idea to launch and beyond. www.ncl.ac.uk/careers/startup

9. Health and Safety

This section should outline the School’s policy on Health and Safety, mention any necessary and relevant training, and provide contact information for the School Safety Officer.

The University has a duty to keep you healthy and safe whilst you are studying with us. The Occupational Health and Safety Service (OHSS) is a central support service which helps Schools and Institutes to meet their legal requirements under health and safety legislation. Please visit http://www.ncl.ac.uk/ohss/

The University has a Health and Safety policy (https://www.ncl.ac.uk/ohss/about/policy.htm) as does each School or Institute. These provide important information on how health and safety is managed and consist of three sections:

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

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

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

- Biological Safety Supervisor;
- Radiation protection supervisor;
- Fire marshal and fire wardens;
- First aiders;
- Display screen equipment assessors.
The University is legally required to carry out risk assessments for all its work activities. A risk assessment is a careful examination of each work activity to decide what could cause harm and to decide if the current precautions are sufficient. Students may be asked to complete a risk assessment for an individual project or work activity as part of their academic studies. Standard operating procedures are also sometimes used in conjunction with risk assessments to give step by step guides to carrying out work activities safely.

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

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

In the case of discovering a fire:
- Sound the fire alarm
- Leave the building by the nearest available exit
- Ring 999 and then security on 0191 208 6666

For other emergencies please contact the staff member in charge of the area or the Security team 24 hours a day on 86666 or for non-emergencies on 0191 208 6817 or security@ncl.ac.uk If you see any physical defects on campus these can be reported to the Estates Support Service helpdesk on 0191 208 7171 or ess-helpdesk@ncl.ac.uk

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Section I: Additional University Contact Information (Not Provided Above)

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<th>Additional Contact Information</th>
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<td><strong>This section should be used to provide any additional contact information, including but not limited to what is below. It should not unnecessarily repeat contact information that is available in other places within the document.</strong></td>
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Chaplaincy

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

**Location:** Agriculture Building  
**Telephone:** 0191 208 6341  
**Email:** chaplaincy@ncl.ac.uk  
**Website:** [https://www.ncl.ac.uk/students/wellbeing/about/chaplaincy.htm](https://www.ncl.ac.uk/students/wellbeing/about/chaplaincy.htm)

Newcastle University IT Service (NUIT) – The University’s Central Computing Service

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

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

- Newcastle programmes and how to apply
- English language requirements
- The equivalence of overseas qualifications
- Erasmus/Study Abroad information
- Finance and Funding.

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

Location: King’s Gate
Telephone: 0191 208 3333
Website: http://www.ncl.ac.uk/international/

Language Resource Centre
The Language Resource Centre provides materials and facilities for the research, learning, teaching and practise of over 50 foreign languages and is available to all students and staff of the University.

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

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

Telephone: 0191 261 2905 (8 p.m. to 8 a.m.)
Website: https://www.nusu.co.uk/support/nightline/

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

Appendix A
Relevant Links for Student-Facing Handbook Pages

Overview: http://www.ncl.ac.uk/ltds/governance/modules/dph/

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

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

- Section D: Circumstances affecting your studies:
  http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/
- Illness and PECs: http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/illnessandpec/
- Change of Circumstances:
  http://www.ncl.ac.uk/ltds/governance_modules/dph/ifthingsgowrong/circumstances/
- Complaints and Appeals:
  http://www.ncl.ac.uk/ltds/governance_modules/dph/ifthingsgowrong/complaintsandappeals/

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

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

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

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