SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

GENERAL HANDBOOK

For

BA (Hons) Urban Planning

MPlan

BA (Hons) Geography and Planning

Academic Year 2018 – 2019

This handbook brings together information which applies to all students in the University as well as particular information about
the operating environment of the programmes of study in the K400/K421 & LK74 courses.

If there are matters which you wish to draw
to the School's attention,
please do that as soon as possible.

University website: http://www.ncl.ac.uk

School website: http://www.ncl.ac.uk/apl

Student Charter: http://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter

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School of Architecture, Planning and Landscape staff are located in the Architecture Building, Building Science and Daysh Building.

A list of staff within the School of Architecture, Planning and Landscape is available at: http://www.ncl.ac.uk/apl/staff/

The School is part of the Faculty of Humanities and Social Sciences. A list of Faculty staff is available at: https://www.ncl.ac.uk/hss/contact/facultystaff/

1. STUDENT CHARTER

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/#d.en.377391) 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 and listen to student feedback and shape the University experience
- Publish clear information on programme costs, payment options and any additional costs
- Provide clear deadlines for assignments and timeframes in which you will receive feedback
- Notify you in advance of any planned changes in the curriculum and timetable
- Provide academic and personal support, through the personal tutoring system and professional support services
- Ensure that all assessments are relevant and well-matched to each stage of your study.

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

In summary, you are expected to:

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

problems or things working well in the School
- Complete feedback forms such as module evaluation forms and surveys to help the School and University improve
- Maintain the highest levels of behaviour and consideration toward other students and staff

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/

2. TEACHING AND LEARNING IN THE PROGRAMMES

2.1 TEACHING METHODS

Modules involving the teaching of knowledge, concepts and skills in relation to specific subjects normally take the form of lectures and a wide variety of other learning activities. These include seminar discussions, workshops (short practical exercises designed to develop a particular skill) as well as student-centred learning through library studies etc.

Lectures: Lectures form the principal medium for explaining subjects and developing understanding in modules taken by large numbers of students, particularly in the first and second years. A lecture is not the same as a lesson at school. We concentrate much more in a lecture and we seek to inspire and inform your curiosity about the subject rather than provide all the information to answer an assignment. At the very least, lectures do three things:

- They determine the syllabus. At school the external A Level examination boards determine the course syllabus, here it is largely determined by the academic staff delivering the course. So if you want to know what topics will be covered in the exam, go to the lectures!
- They provide some basic material for the course: a framework around which you must add further information. In the majority of modules, academic reading from the reading list will be required.
- They provide a guide to further reading. Lectures usually synthesize a large amount of information and direct you to the sources you need for supplementary information, as do the reading lists.

Lectures therefore promote development of listening and summarising skills. They are not compulsory but it is foolish to miss them. It's much easier to acquire information and guidance from lectures than it is from the literature. You will find that styles of lecturing vary. This obviously reflects the differing personalities of the lecturers, but not all lectures follow

the same pattern or have the same objectives. It is important therefore that you know what the objectives of a particular lecture are.

Taking good lecture notes is difficult. Don't write everything down, but try to identify the structure or plan of the lecture and the main points of the argument. Distinguish between the main facts, supporting evidence, and examples. Read through your lecture notes soon after the lecture while the lecture is still fresh in your mind.

Seminars/Workshops: Seminars and workshops comprise a group of up to c.20 students and one member of staff usually held in a small seminar room. These vary in frequency throughout the second and third year and are conducted by module leaders, lecturers or teaching assistants. They take a variety of forms depending on specific objectives, including general discussion of particular issues, student presentations, formalized debates, group projects, and research orientated workshops. These small-group sessions provide student-centered environments promote depth of reading, thinking and interpretation.

Tutorials: Tutorials are taken by your personal tutor and form part of the wider academic and personal support for you.

Practicals: Practicals are the main medium for the teaching of specialist skills, for example the 'hands on' use of computers. All students receive some practical experience in geographical methods and urban design, but in the second and third years the amount of practical work depends on your choice of themes and modules.

Project Work: Project work modules are designed to provide a focus for the acquisition of integrative, creative planning skills through the study of live or simulated planning situations. Within the programmes there are three modules – one each year which consist mostly of project work. In addition, there are a number of other modules, which incorporate elements of project work.

Project work may be organised on an individual or a group basis or combine both. Project modules are assessed through coursework. This may take a number of forms, including verbal and visual presentations, wall displays and written reports, and marks may be awarded on a group or individual basis.

Fieldwork: Field studies form a part of some modules. In particular, project modules will usually include an element of field visits. These may be accompanied by staff or may involve independent visits by students.

Most of the field study in the degree programme makes use of urban and rural locations in Tyneside and its surrounding areas. There are, however, elements of more extended study visits beyond this region in the programme. In particular, in Semester 2 of Stage 2 involves an optional study visit to another country of about one week's duration. Students can choose from a selection of destinations.

It is important that you are aware of security issues and, in particular; do not undertake unaccompanied field visits alone.

Students should note that, while University funds may be available to meet the costs of some elements of fieldwork visits, students will need to meet some or all the costs of some optional visits, in particular the European field trip.

2.2 OPTIONS

Although Stage 1 is fixed, introducing you to core planning issues for K421 and K400 and to core planning and geography issues for LK74, choice is introduced in later stages. This choice gives students the opportunity to focus on a particular aspect of planning (and Geography for LK74) for more intensive work.

2.3 DISSERTATION

The Dissertation is undertaken in Stage 3 and has a credit value of 40. During this module an individual mentor will be allocated to advise you in the preparation of the Dissertation. You are referred to School guidelines on the scope, timetable and assessment of the Dissertation. These can be found in the Dissertation Handbook which will be made available to you in Stage 3.

2.4 STUDY VISIT

International study visits takes place in semester 2 of stage 2. Details will be provided in the induction session for that stage. Students are responsible for travel and accommodation costs associated with field trips.
If you need a visa for any field trip please apply early as these can take many weeks to be issued. This is particularly important for international students. You are each responsible for checking visa requirements and obtaining your own visa where necessary.

2.5 CHANGES TO THE CURRICULUM OR ASSESSMENT

Changes to the programmes after you register are rare and are generally unavoidable. We will endeavour to give you as much notice as we can.

2.6 TIMETABLE CHANGES

We will try not to make changes to your timetable after teaching starts. However, change can sometimes be unavoidable, especially at the beginning of each semester. If this does happen, we will always try and provide you with at least one week's notice of planned change, including any rescheduled classes. If unexpected situations arise, such as staff sickness, we will give you as much notice as we can and will always try and contact you at least an hour before the class was due to start.

Your University timetable can be accessed online at: http://www.ncl.ac.uk/timetable/ -please check it regularly.   There is also a guide to understanding your timetable found www.ncl.ac.uk/timetable/StudentTimetableGuide.pdf

2.7 GRADUATE SKILLS FRAMEWORK

Your 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 (https://www.ncl.ac.uk/ltds/assets/documents/str-gsf-framework_000.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.

3. ENSURING THE QUALITY OF YOUR DEGREE

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. See the University policy for more information: https://www.ncl.ac.uk/ltds/governance/monitoring/amr/

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. For more information, see: http://www.ncl.ac.uk/ltds/governance/monitoring/ltr/

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 in their expert judgement that the standards of all awards at Newcastle are at least comparable to those in similar subjects in other universities in the UK and with relevant external referents. External examiners are asked to review programme aims and learning objectives as well as assessment questions and feedback. In order to help ensure the quality of the education it provides and the maintenance of the standards of its awards, the University places significant reliance on its external examiners by:

- Requiring them to provide independent and impartial advice, as well as informative comment on the University's standards and on student achievement in relation to those standards

- Drawing upon their professional advice and expertise and giving full and serious consideration to their reports

The External Examiners in 2018-19 are:
- Dr Samer Bagaeen, Lecturer in Town Planning, University of Brighton
- Nicola Woodward, practitioner

For further information, see: https://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 participating in Boards of Studies, Student Voice Committee (SVC), and FLTSEC.

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

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 .

4. ASSESSMENT

4.1 GENERAL PRINCIPLES OF MODULAR ASSESSMENT

Under the modular system, each of the modules constitutes a unit of assessment, weighted by the modular value.

The assessment of a module occurs within the semester in which the module takes place. This means, for example, that where written examinations form an element of a Semester 1 module, these examinations will take place at the end of Semester 1.

Written examinations usually take place during the 'assessment period' identified in each semester - usually in January/February for Semester 1 and May/June for Semester 2. Exceptionally, written exams may occur during normal teaching weeks. Assessment by coursework may be undertaken and submitted throughout the semester, as indicated in the module descriptions.

Progress from stage to stage and the award of the final qualification are based on these module assessments. The General Regulations and Examination Conventions specify the rules governing failure and re-assessment of modules.

4.2 FORMS OF ASSESSMENT

These vary between programmes and are discussed in specific programme handbooks/module outlines. In the case of formal examinations, past papers can be viewed at http://www.ncl.ac.uk/students/progress/exams/exams/

Please ensure that you are aware of the rules of examinations available at: http://www.ncl.ac.uk/students/progress/exams/exams/examrules.htm

4.3 SUBMISSION OF COURSEWORK

One hard copy of all coursework for planning modules should be submitted, accompanied by a Personalised Header Sheet, to the School Reception which is located by the main entrance from the Quadrangle to the Architecture building. You will usually be required to submit an electronic version of your assessment through Blackboard too. Late or non-submission is discussed below. For LK74, one hard copy of coursework for geography modules should be submitted with the appropriate header sheet, to the GPS School Reception, which is located in the Daysh Building. Please ensure you submit in the correct manner according to the School that owns the module – they should tell you in your assignment brief, but if not contact the admin in that School.

4.4 EXAMINATIONS

University exam period dates are published several years in advance (http://www.ncl.ac.uk/students/progress/exams/exams/ExaminationDates.htm). For 2018/19, Semester 1 exams will fall between Monday 14 January 2019 and Friday 25 January 2019 (including Saturday 19 January); Semester 2 exams fall between Monday 20 May 2019 and Friday 07 June 2019 (including Saturday 25 May and Saturday 01 June). Re-sit exams will take place from Monday 19 August 2019 to Friday 30 August 2019 (including Saturday 24 August). You are expected to be in attendance at the University during these times.

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 one month before the exam period. It is your responsibility to check the timetable (https://crypt.ncl.ac.uk/exam-timetable/). You must also read and understand the Rules for University Examinations, which explain how you are expected to behave during exams: http://www.ncl.ac.uk/students/progress/exams/exams/examrules.htm.

The University has a calculator policy for examinations. Beginning in 2016/17, new students can only use three models of calculator (Casio FX-83GTPLUS, Casio FX-85GTPLUS, or Casio FX-115MS – or any discontinued models of the same calculator). Current students who have already purchased a calculator and have an 'approved' sticker may continue to use it.

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

If you have a disability or specific learning difficulty, you may require special arrangements for your exams. On submission of relevant medical documentation, for example, you may be allowed extra time and/or an alternative venue. If you think that this may apply to you, you should contact Student Wellbeing as soon as possible to discuss any special requirements (http://www.ncl.ac.uk/students/wellbeing/disability-support/support/examinations.htm).

Examinations will generally take place on campus, although there are exceptions to this rule. International students, for example, may apply to take a re-sit exam in their home countries. More information is available from the Exams Office and in the University Policy on Off-Campus Assessments (https://www.ncl.ac.uk/media/wwwnclacuk/examinations/files/qsh-assmt-offcampus-policy.pdf)

4.5 DISCLOSURE OF MARKS

General Regulations state that marks for all modules are subject to confirmation by the Board of Examiners with the external examiners in attendance. This meeting takes place at the end of Semester 2 (and prior to the start of Semester 1 for any re-sit examinations). The final confirmed marks for all modules in a stage will be released to you after the Board of Examiners.

Marks awarded for coursework will be reported to you when available (as indicated on the module descriptions) but will be provisional marks, subject to confirmation by the Board of Examiners. Similarly, marks awarded for written examinations held during Semester 1 will be released to you when they are available, but will also be provisional and subject to review and confirmation. We aim to return provisional marks to students within 20 working days.

End of semester Transcripts of Study can be downloaded after the Board of Examiners meetings via the Student Self Service Portal (https://s3p.ncl.ac.uk/login/index.aspx).

4.6 LATE OR NON-SUBMISSION OF COURSEWORK

Coursework **MUST** be submitted by the specified time and date. Late submission up to 7 days without good cause or without the granting of an extension will lead to a maximum mark of 40% for undergraduate programmes for the assessment in question and to a maximum mark of 50% for stage 4 of the MPlan. Work submitted after 7 days and/or non-submission of work will result in a mark of 0. This applies to all work whether it constitutes all or part of the final mark. Unless you are told otherwise in the assignment brief, you must submit 1 hard copy and 1 electronic copy to Blackboard. Please note that failure to submit either the hard copy or electronic copy will result in a capped mark.

Students who submit late for a re-sit assessment will receive a mark of 0%.

If you have a valid reason for being unable to submit a piece of coursework by the specified time and date then you must complete a PEC form, outlining the reason for late submission. The form should be accompanied, as appropriate, by medical or other evidence; for example: medical certificate, Student Notification of Absence Form (extension of up to 7 calendar days), police incident number, supporting statement from a parent or guardian. You must complete the form via the S3P system.

If the reasons are accepted as valid a new submission date will be agreed by the PEC Committee and you will be notified in writing. It is important that students contact their personal tutor/senior tutor/DPD and/or Wellbeing Manager at the earliest possible opportunity if problems arise which may lead to late submission, and complete the PEC Form as soon as possible.

4.7 POOR GRAMMAR/SPELLING

The expectation is that you will hand in readable assignments, appropriate to the standard of work required at the stage you have reached in your degree. Marks are often thrown away by students through poor spelling and grammar. Please note that text and other shortened written communication is totally unacceptable in any assignment or in e-mail communication with staff.

While there is no automatic deduction of marks for poor grammar and spelling, if your grammar and spelling are poor the likelihood is that you will not relay your ideas effectively, and this will be reflected in your mark.

Often poor grammar and spelling are more a reflection of a rushed effort, rather than a lack of ability on the part of the student. Therefore, consider the following rules of good practice for yourself:

- You should not be submitting a first draft as a piece of summative coursework;

- You should have read your work through thoroughly before you submit it;

- You should be checking your work using spell-checker and the grammar checker. However, you should not rely on these tools as they are not infallible: spell checker will accept a spelling as long as it is an identifiable word, even if it is the wrong word, or the wrong spelling of a word e.g. there and their. Grammar checker may prefer a simplified sentence structure which actually reduces the meaning of what you are trying to argue. Nevertheless they are useful tools to help you get the basics right.

If you are unsure if your grammar is good as it should be you might like to take a test. The Oxford University Press provides an online test at
https://elt.oup.com/student/practicegrammar/?cc=gb&selLanguage=en

We encourage you to extend your vocabulary; however if you are unsure of the meaning of a particular word then use a dictionary to check the word's meaning and that you have spelt it correctly. Thesauruses are also valuable for extending your vocabulary and for finding an alternative word rather than repeating the same one again and again. However, it is a good idea to check the alternative word in the dictionary to make sure it can be used in the way that you are using it.

If you are consistently being told that you have problems with your grammar and spelling, then you may need to seek further help to identify more precisely what the problem actually

is. In the first instance there are books available which outline the rules and ambiguities of English punctuation and grammar and referring to one of these may help. There are also several websites to help you improve your grammar. However, ensure it is an English site as different English speaking countries have slightly different rules and standards. The BBC offers training at http://www.bbc.co.uk/skillswise/words/grammar/. If you would prefer to talk your particular issues through with someone then the University also provides the opportunity for you to review your writing skills with a specialist, you may talk to your personal tutor about this.

If you are an international student writing in your second language, one of the requirements for you starting on the course was that you had a minimum standard of English. If you find you are struggling with the reading and writing of English, however, and it is having a detrimental impact on your progress and performance, then you should inform your personal tutor. There is help available from INTO and your personal tutor may be able to advise you about other opportunities for improving your English.

4.8 WORD LIMITS

It is important to write assignments in line with the advice given to you about their length. Assignments over the word limit may have the advantage of being able to say more than assignments written to the word limit. Therefore, in fairness to students who have complied with word restrictions, the School has developed the following policy in relation to excessive word length.

- On works expected to be between 10,000 and 20,000 words a penalty of 1%/ 1000 words be applied for excessive length

- On works expected to be between 5,000 and 10,000 words a penalty of 2%/ 1000 words applied for excessive length

- On works expected to be 5,000 words or less a penalty of 3%/ 1000 words be applied for excessive length

4.9 CIRCUMSTANCES AFFECTING PERFORMANCE

Sometimes things happen that are beyond our control – illness, personal problems etc. If things start to affect your course, you need to let someone know. There are processes in place to help you. Use your personal tutor as the starting point – they will be able to advise you about the various University procedures in place. You can also talk to the School's Student Wellbeing Manager, Kelly Weightman. Students can talk to Kelly Weightman in confidence and Kelly can offer support and guidance. Kelly can seek approval when adjustments are needed and offer advice on other wellbeing support available at the University.

When things go wrong students should complete **A PEC (Personal Extenuating Circumstances) Form** to formally let us know what's been happening and how this has impacted upon your studies. This form (which can be completed via S3P) enables you to request a number of possible adjustments such as an extension, deferral, re-sit as of the first

occasion or request for a PEC support rating to feed into the Board of Examiners. A PEC form cannot change a mark – but it may be used as justification for allowing a student to pass a module with a lower mark than normal or it might mean you are considered for a different degree classification.

4.10 WHAT IF I FAIL SOME MODULES?

It will depend on how many modules you have failed and what in - you will need to wait for the Board of Examiners to decide what they think should happen. To pass the year and progress to the next stage you will often need to take a re-sit, which usually takes place in August. Every student is different so you will need to get some advice from your School after the Board of Examiners. But in general, on most programmes you will be required to pass all modules in order to progress to the next stage.

The University's progress regulations state that there is only one resit attempt available for modules as standard. If you have been impacted by personal circumstances you may be able to request additional attempts from the PEC Committee

Regulations governing progress can be found here
https://www.ncl.ac.uk/regulations/programme/2018-2019/hass.php

4.11 RETENTION AND RETURN OF ASSESSED WORK

The assessment and auditing of teaching is a developing feature of all universities. For this reason there is an increasing need for the School to be able to make available samples of student work, of all kinds, to External Examiners and for purposes of both external and internal quality assessments.

With the exception of TCP3099 and where specified, one hard copy of all coursework must be submitted. This will be returned to you with additional feedback. One copy of group work needs to be submitted and students must make their own arrangements for personal copies prior to submission. Module Leaders will indicate other exceptions to the normal practice of submission. An electronic submission via Blackboard will usually be requested in addition to the hard-copy submission.

Newcastle University requires assessment feedback to be given back to students within 20 working days, with the exception of TCP3099.

4.12 MODERATION AND SCALING POLICY

This policy should be read in conjunction with the University's examination conventions and policy of moderation and scaling.

Organisation

The Director of Planning and Urban Design shall make arrangements to ensure that all work subject to the policy is moderated. Each module will be allocated a moderator. Marking is

allocated two weeks after work has been submitted by students and moderation should be carried out in the following week - i.e. week three. It is Planning's aim that we return all work to students within **20 working days, with the exception of TCP3099**. It is the module leader's responsibility to ensure that moderation is carried out correctly and to the agreed timescale.

Coverage

All summative assessed work is subject to moderation of its marking.

<u>Different types of assessment</u>

Examinations

A sample of marked scripts will be reviewed by the moderator. See below for information on the approach to sampling.

Essays and Reports

A sample of marked scripts will be reviewed by the moderator. See below for information on the approach to sampling.

Design Projects

All design project marked by review are attended and assessed by at least two members of staff.

Dissertations

Dissertations submitted under TCP3099 will be blind double marked. This means that the moderator does not know what mark the first marker has allocated and cannot see the first marker's comments.

Selection of Samples

Samples of work for moderation will be selected so as to test the security of standards across the full marking range and where the candidate has failed. Class borderlines should also be moderated, given the importance the School attaches to the profile of marks. Work should also be moderated where a candidate fails to follow the rubric or is penalised for failing to answer the question.

The normal sample size is 20% of the number of pieces of work, or 10 pieces of work, whichever is the larger.

In cases where there are new members of staff (including hourly paid staff) assessing work, sample sizes will be increased in order to ensure the security of the marking process.
Outcomes of moderation

Where all the work for a module is blind double marked (as in the case of dissertations) if the two marks are less than 10% different and within the same degree classification, then an average of the two marks will be taken. Where the two markers do not agree and there is a greater than 10% difference in marks and/or they are in different degree classifications, then they will attempt to agree a joint mark. If they are unable to agree the dispute will be referred to a third marker to determine the agreed mark.

Where a sample of work is moderated, individual marks will not be changed. Where the moderator agrees that the marking is in accordance with the marking criteria for the school/subject, the marks are confirmed. Where the moderator disagrees with the marking by at least 10% then consideration will be given to total double marking of all work, where marking is deemed unreliable, or scaling of the marks, where the marking shows a systematic error.

Recording the moderation process

In order that there should be an audit trail for moderation, there must be written evidence that moderation has taken place. Therefore moderators must fill in a moderation sheet and submit this with the assessed work at the time that marks are returned for recording.

Review of module performance across modules and over time

Academic teaching members of staff involved in the management of the programme, including the Director of Planning and Urban Design, will consider the means, range and standard deviation for all module cohorts with a view to identifying modules where student performance does not match normal expectations or where marks do not map to the common marking scale. Module performance will also be compared to module performance in previous years. In such cases, it should be considered whether marks ought to be scaled (see below).

Information to students

The actual moderation forms will not be made available to students but are made available for review by the external examiners.

Scaling

Where the marks for an assessment exceptionally fail to meet normal expectations for the range and spread of marks, then scaling will be considered. This would normally arise because of some unforeseen problem in the assessment which renders the marks out of line with the cohort's performance on other modules or past performance on the same module.

The Module Leader and the Degree Programme Director will initially consider whether a systematic adjustment to the marks is required. If they cannot agree the issues will be referred to the Director of Planning and Urban Design [Chair of Board of Examiners]. The key issue to determine is whether the pattern of marks fairly reflects student achievement and to consider what the reasons for the pattern of marks are. If marks are deemed to reflect fairly

student achievement, then no scaling is required. Scaling can move marks both up and down and will not necessarily involve the same adjustment across the whole of the mark range. In determining how marks will be scaled sample scripts will be tested around key boundaries, such as the pass/fail threshold and key classification boundaries.

4.13 FEEDBACK ON ASSIGNMENTS

You will receive feedback on all of your coursework and exams. University policy states that feedback on coursework must be returned within 20 working days (Monday-Friday, not including Bank Holidays or University closure days); exam feedback must be returned 20 working days from the end of the exam period. If feedback is going to be returned late for any reason, you will be informed in advance and told when you should expect to receive your feedback.

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

Feedback on exams may be given in the form of general feedback to the entire cohort. This feedback is focused on identifying what made good answers and poor answers on the exam and providing 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.

5. MANAGEMENT, TUTORIAL ARRANGEMENTS & SUPPORT

5.1 THE PERSONAL TUTORIAL SYSTEM

The Degree Programme Director has responsibility for the conduct of your programme and for reviewing the programme and co-ordinating its contents. Each student also has a personal tutor. In addition, a Senior Tutor (Dr Raymond Abdulai) has responsibility for overseeing personal tutoring and pastoral support.

The School considers that its tutorial system is central to effective student support and you must make sure you make full use of your tutor. Your personal tutor provides for your pastoral needs throughout your degree programme by:

- Monitoring your academic performance, providing advice on your choice of courses and discussing methods of study
- Providing an informal channel for your reactions to teaching provision and quality
- Acting as a first line of contact with the Head of School, Director of Planning, Faculty, and University, and interpreting and explaining rules and procedures necessary for progression through the degree programme

- Helping where appropriate with problems relating to accommodation, health, money, and anything else that affects your quality of life. You are given your tutor's e-mail address

You should see your tutor at the times he or she sets – normally these are when there is an opportunity to talk through exam/assessment performance. You can also approach your tutor on any matter, whether academic or personal, which you feel is getting in the way of your studies. You may in these matters, of course, prefer to talk to another academic within the School. Please feel free to approach anyone whom you feel confidence in including the School's Student Wellbeing Manager or the Senior Tutor in Planning. Members of staff are here to help you in any way they can.

All students are required to see their tutor in order to discuss their progress at the beginning of each semester and at such other times as the Degree Programme Director or the tutor may require. As a bare minimum, you should see your personal tutor at least twice during Semester 1 of your first year and then at least once a semester after that. You should take the initiative to schedule meetings with your personal tutor if you need to talk about any difficulties.

Students may be required to see their tutors during the second semester to discuss their choice of modules for the following academic year.

To ensure the appropriate transmission to students of details of their examination and other assessment results which in the case of some degree programmes will not be available until the last week of the assessment period, it is imperative that address and contact details are kept up to date.

For more information about personal tutoring and what you can expect from personal tutors, go to: https://www.ncl.ac.uk/ltds/student/tutoring/ The school also maintains its own tutoring handbook, available here: https://www.ncl.ac.uk/apl/students/handbooks/

All tutor meetings with students will be recorded through ePortfolio (either you or the tutor can initiate a meeting, through email, phone or ePortfolio). The record can be made after the meeting, and the only requirement is that the record states when the meeting took place. You can also take notes on your meetings and keep them in ePortfolio – this is a good place to keep track of your concerns and any decisions that you'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 will be able to see your notes.

The personal tutor system depends upon you and your personal tutor both contributing to the relationship: a personal tutor can't help you if you don't show up to a meeting, and you need to be open and honest with your tutor in order to receive the best advice. At the end of your degree, you can ask personal tutors to provide you with references – for these to be good references, your personal tutor needs to know you well 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.

5.2 PROCEDURES FOR CHANGING TUTORS

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.

A student can ask the Senior Tutor to make the necessary change.

5.3 STUDENT WELLBEING MANAGER

The School's Wellbeing Support Manager is Kelly Weightman. Kelly is available to meet with students for one to one advice and wellbeing support. Whether you need someone to talk to, or whether you have questions relating to the Personal Extenuating Circumstances (PEC) process, Kelly can offer help and guidance and point you in the right direction for further support.

Kelly can also offer advice about specific learning support available within the Wellbeing Service for those with specific learning difficulties.

Kelly can be reached via e-mail at: kelly.weightman@ncl.ac.uk or by telephone on: 0191 208 8818.

5.4 PARENT MENTORING

All new undergraduate students will be assigned a parent mentor upon arrival at the University. The goal of parent 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 parent 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 parent mentor can also tell you about the social scene at the University and in Newcastle and help to answer practical questions about banking, sport facilities, the library, etc.

The University has a policy that explains mentoring schemes
https://www.ncl.ac.uk/ltds/student/mentoring/PeerMentoring.htm

5.5 PERSONAL DEVELOPMENT PLANNING

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

You can also use the PDP system to record your personal tutorial meetings. All the information you put into PDP is secure and private, it is only accessible to you unless you choose to make it available to others. The one exception to this is the information you provide to your personal tutor which is available to them and to you (but no one else).

PDP can be implemented effectively as a paper or electronic system and there are examples of both within Newcastle University. The main university electronic system is currently available via the ePortfolio tab within Blackboard.

5.6 CONTACTING STAFF

All staff are contactable by e-mail or phone or in person by appointment. Staff e-mail addresses are available via the University website. Academic staff are expected to research, publish, attend conferences etc. so the staff member you want to see may not always be available on the day you wish. It is usually best to send an e-mail in the first instance and make an appointment.

Staff will contact you by e-mail. It is important to check your e-mail daily. All students are provided with a free e-mail address and account at the University.

5.7 USE OF E-MAIL

You are required to register for University e-mail when you first register as a student. Your University e-mail address will be used by The School for all email communications with you. We will not email private, non-University email addresses. You must regularly check the notice boards, Blackboard Announcements and email. Blackboard announcements, notices and email messages are the main ways in which relevant information is communicated to students, including examination schedules, submission deadlines, timetable changes, social events, career opportunities and extra-curricular activities. Failure to monitor email traffic, Blackboard announcements and notice boards may result in you missing academic, social and career opportunities. However, it can also have more serious consequences, if, for example, you miss information regarding teaching arrangements, submission deadlines the examination timetable.

Please do bear in mind when you are contacting staff that you are not the only person who will be contacting them and, although they are available and willing to help you, they, like you, have many demands on their time.

Please also remember that staff working hours can differ depending on whether they are full time or part time, and that emails may not be responded to outside of normal 9 to 5 working hours.

Before sending an e-mail, please consider whether you could easily find out what you need to know from a resource such as your Degree Programme Handbook, our Current Student Webpages or via Blackboard. Your programme secretary and / or Reception should be able to answer general queries about such matters as timetabling, deadlines for submission of coursework or examinations.

Please do not send the same email to multiple email addresses separately as this can cause confusion. If you have a query to direct to multiple people within the same email, please ensure you either put all recipients in the 'To' or 'Cc' lines. However it is good practice to ensure that you direct your email to the correct person to begin with – thus reducing the need to copy in multiple recipients.

Use the subject line to convey the topic of the body of the email; i.e., module code: module assignment query, reply required; module code: absence on 12 November; or module code: need to schedule an appointment.

For best results, check the advertised office hours of the person you are trying to contact and drop by their office during that time.

If you email a member of staff and haven't received either a response or an out of office message after 5 working days please re-send the message, marking the header text 're-send'.

Please remember that members of staff who are part-time do not work every day of the week so 5 of these working days may run across two standard working weeks.

When e-mailing anyone at the University, please do so in a courteous manner: use clear, appropriate and polite language. As set out in the Student Charter, Newcastle University and The School expect you to respect both staff and other students and to behave responsibly and professionally in contacting them

6. ACCREDITED PRIOR LEARNING, PROGRESS, ATTENDANCE AND CONDUCT

6.1 ACCREDITED PRIOR LEARNING (APL)

The School policy on APL operates in line with Newcastle University regulations. This allows for students on an individually assessed basis to be considered for exemption from particular modules within their chosen programme. The granting of APL is a matter of academic judgement based on equivalence of learning. For programmes that are accredited by the Royal Town Planning Institute (RTPI) permission for APL must also be sought in advance from the RTPI on an individual basis. Information on the University policy can be found at https://www.ncl.ac.uk/ltds/governance/policies/

6.2 PROGRESS

The University Regulations (Undergraduate Progress, *Section G: General Provisions Governing Attendance and Progress)* state that:

6.2.1 SATISFACTORY PROGRESS

The student is required to make satisfactory progress in the relevant programme of study and, during each semester, the student's progress shall be reviewed in all modules by the Degree Programme Director.

Failure to make satisfactory progress may be grounds for:

(a) further monitoring the progress of the student or requiring the submission of written work in addition to that required by the degree programme regulations;
(b) delay of the student's first attempt at the whole assessment for the module(s) concerned to the August/September resit examinations in the same academic year. Where such a delay is imposed, the student's attempt shall be the second attempt;
(c) interruption or termination of the student's programme of study.

Evidence of Failure to make Satisfactory Progress

Any of the following may constitute failure to make satisfactory progress and all may be taken into account in considering the student's case:

(a) failure to attend for interview with the tutor, or other academic staff, as required;
(b) failure to meet with tutor or other required contact point as part of attendance procedures
(c) failure to attend regularly the programme of study without good cause (see General Regulations A4);
(d) failure to perform adequately in work prescribed for the degree programme;
(e) failure to submit written work required under the degree programme regulations (whether or not such work counts for assessment purposes) at the required time;
(f) failure to attend examinations or to satisfy the examiners in the examinations prescribed; provisional examination results may be used as such evidence;
(g) failure to attend English language assessment and attend in-sessional English language classes as directed by the degree programme director.
(h) failure to attend briefings relating health and safety, especially as they apply to laboratory work, and to pass any assessments in relation to these briefings that are designed to ensure that students are safe to operate in the environment to which such briefings apply.

6.2.2 CHANGE OF CIRCUMSTANCES

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/).

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 are available here: http://www.ncl.ac.uk/students/progress/student-resources/change/. Your personal tutor should be able to help you complete these forms if necessary.

Where a student is permitted by the Degree Programme Director to interrupt the programme of study at any time during a stage and is required to resume those studies at the same point during a subsequent academic year, any assessment completed prior to the date of interruption shall be carried forward to the end of that stage.

6.3 ATTENDANCE

As part of your commitment to your studies you are expected to "be on campus or at your placement whenever required by your programme, and actively participate in all sessions

specified for your programme" (Student Charter). Students who attend all of their classes tend to do better in their assessments. Students who don't attend classes may be deemed to be making unsatisfactory progress and withdrawn. Students must therefore keep their school informed of any absence and submit a Student Notice of Absence Form through the S3P system. Students should also submit sick notes if appropriate. See http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/index.htm

The University wants to make sure that you succeed on your course. For this reason, the University has introduced attendance monitoring of some timetabled sessions to ensure the welfare of our students and support your academic progress. It is important that all students adhere to the terms of the Student Charter and attend all timetabled sessions in a punctual manner. The University also has a legal obligation to monitor the attendance of international students and to report to the UK Border Agency any student who is not attending. International students should therefore be aware that they must attend all timetabled sessions in order to comply with the terms of their visa.

If you are unable to attend for any reason, you should notify your personal tutor and promptly submit a notice of absence form along with any necessary evidence. If your absence is due to illness, you can self-certify for up to seven days. If your absence through illness is longer than seven days, you will need to obtain a medical certificate from your doctor and submit this with your absence notification. 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 and eligibility to return to the UK.

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

Recording your attendance at class

All students are asked to record their attendance by simply swiping their SMART card at every class.
Card readers installed in all classrooms scan the microchip in your SMART card so close contact with the reader is required, remove cards from wallets and purses (to avoid the reader scanning any other contactless cards you may carry) and have them ready before arriving at class.

5 things you need to know to successfully record your attendance:
1. **S**wipe your card **EVERY TIME** you enter a room which has a scanner – place your card against the card reader and **watch for the green light flashing!**
2. **M**ake sure you always carry your card
3. **A**ttend your timetabled classes to avoid being marked as absent
4. **R**emember you only need to swipe **ONCE** if classes follow each other in the same room
5. **T**hirty minutes before your class and up to thirty minutes before the end is your time to scan.

Further information can be found on posters displayed in building foyers and located next to card readers www.ncl.ac.uk/timetable/Recordingyourattendance.pdf

PLEASE READ CAREFULLY

1. **Only scan your own card**. If you are found to be scanning another student's card, for any reason, this will be treated as misconduct and can result in disciplinary action.

2. **Always carry your smart card**. If you forget it, or have lost it, you will be marked as absent. Remember to bring it next time or get a replacement from the Library or Student Services as soon as possible.

3. **The card reader's green light will flash to indicate a successful swipe**, place your card against the lower part of the front face of the reader so that the green light is visible. Always scan your card as you arrive for class, **not on the way out**.

Lost your SMART card? http://www.ncl.ac.uk/itservice/smartcards/newreplacementcards/

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

If you believe that your absence due to illness 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 you are reluctant for any details to be known, even to your tutor, because they are sensitive, then you can provide a confidential letter and information in a sealed envelope for the Chair of the School PEC committee.

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

6.4 CONDUCT

Please refer to the Student Standards of Personal Conduct available at: https://www.ncl.ac.uk/students/progress/student-resources/conduct.htm

The University promotes good personal conduct in all students, in order to secure the proper working of the University in the broadest sense. The Student Disciplinary Procedure will apply to any student who is alleged to have breached the University's code of conduct. Further information is available at: http://www.ncl.ac.uk/students/progress/Regulations/SPS/disciplinary.htm

6.4.1 ASSESSMENT IRREGULARITIES AND DISCIPLINARY PROCEDURES

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 fairness in assessment and has established a procedure for dealing with assessment irregularities. For

the purposes of this procedure, an assessment irregularity involves the use of improper means by a candidate in the assessment process. This includes, but is not limited to, the following:

- Any breach of the rules for University examinations, including copying from or conferring with other candidates or using unauthorised material or equipment in an examination room.
- Impersonating or allowing another to impersonate a candidate.
- Introducing examination scripts into the examination process otherwise than in the course of an examination.
- Permitting another student to copy work.
- The falsification (by inclusion or suppression) of research results.
- Plagiarism. This is defined as the unacknowledged use of another person's ideas, words or work either verbatim or in substance without <u>specific</u> acknowledgement. For the avoidance of doubt, plagiarism may occur in an examination script as well as in assessed coursework, projects, reports and like work and may involve the use of material downloaded from electronic sources such as the internet. Further, the inclusion of a source in a bibliography is not of itself a sufficient attribution of another's work.
- Procurement of assessment material.

Self-plagiarism: In addition to the general assessment irregularities listed above you must also avoid self-plagiarism - presenting identical work for more than one assessment, without referencing. An example would be using the same sentence, paragraph or table in more than one essay or using the same research data for more than one project, without cross-referencing. You must not submit the same work, or part of the same work, for assessment more than once. If you do so, this will be treated as an assessment irregularity and will be dealt with according to the procedure for other assessment irregularities.

More on Plagiarism: In writing essays, reporting on project work or constructing a dissertation you are frequently required to draw upon existing literature or to use existing data to both indicate your grasp of your subject and to place your findings/interpretation in a wider academic or other context. In doing so you usually need to draw upon the work of others in general, and often in detail. It is important in doing this that you avoid copying the work of others, in its entirety or in part, without acknowledgement and without the use of quotation marks – this practice is termed 'plagiarism' and is a form of cheating.

Over-reliance on the work of other individual researchers can often be avoided by reading more widely in a subject area. Consult a range of texts before constructing your essay, report or dissertation. If only a few texts are available a simple précis of these works should be avoided where a more intelligent interpretation is expected. Clear and adequate referencing to the original authors must be made. In **all circumstances** plagiarism must be avoided. *Students found guilty of plagiarism will be penalized. Available sanctions include awarding a reduced mark or awarding a mark of 0 for the piece of work. In serious cases it may be referred to the University's Student Progress Service for investigation and sanction.* Anyone found

guilty of plagiarism will also be reported to the University authorities who may withhold their degree.

We do not expect, nor wish to deter you from producing work that draws upon that of other researchers. The balance between using other people's work and plagiarism may seem a fine one but the latter can be totally avoided by adequate referencing. If you follow the points outlined below to reference other people's work you will avoid being accused of plagiarism. For further advice on good referencing practice please see your tutor. Advice will be given on good referencing practice in the Shaping Towns and Cities module in Semester 1, Stage 1.

- Direct quotations should be in quotation marks, with a reference to the source (including the page number) in the text.
- Indirect/paraphrased quotations and borrowed ideas should be acknowledged by means of a reference in the text. 'Second-hand' quotations (i.e. where one work you have read refers to another which you have been unable to locate) should be given in the form (Author X, date, cited in Author Y, date), and only the work of Author Y should be cited in the list of references.
- No paper should be submitted without references in the text and a list of references at the end.
- All references in the text should be accompanied by a full entry in the list of references.
- There should be no entries in the list of references that have not been cited in the text.
- The sources of all tables, maps etc. should be acknowledged by the inclusion of a reference prefaced by the word 'Source' – to be placed immediately below the table/map.

Plagiarism is easy to detect: As experts in their field, geography and planning staff can recognise unacknowledged quotations from the literature and increased use of very sophisticated electronic testing such as 'Turnitin' which is compulsory submission method from academic year 2015/16, and other services operated by JISC makes it possible to detect plagiarism from more obscure web sources. ***Students should be aware that tutors are widely read in their particular fields and that staff systematically check for plagiarism.***

Collusion: Collusion is defined as the submission by two or more students of the same or similar pieces of work (or parts of pieces of work) which are presented as the individual's own solely authored work. This could arise from students working together to complete the work, or by one student allowing another to copy his/her work. Copying without the author's permission is not collusion, but taking another student's work without permission is theft and constitutes a disciplinary offence.

Examinations: In relation to University examinations, you should not:

- Breach the University's rules for examinations.
- Copy from or confer with other candidates in the examination.
- Confer with others outside the examination room whilst an examination is in progress.
- Use unauthorised material (e.g. notes) or equipment (e.g. electronic devices for storing text or audio material) in an examination room.

- Present yourself as another student or allow anyone else to present themselves as you in the examination room.
- Introduce examination scripts for marking other than in the course of an examination.

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

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. 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.).

6.4.2 THE USE OF COMPUTERS AND IT

All use of the computer systems throughout the campus are used on the understanding that no computer login details are 'loaned' to others, no software is altered, copied or mounted without permission of the IT Services and also that knowingly using illegally-obtained software can be subject to civil legal action with ensuing large financial penalties.

Academic consequences of this behaviour would be curtailment of computing resources and subsequent action under normal University disciplinary procedures.

Accessing and transferring obscene material is forbidden and if done your computing resources will be suspended. All websites you access are monitored and recorded.

Students must be aware of the importance of backing up their work. To 'save' on a regular basis and be aware that memory sticks can break very easily. There is no provision for loss of data that was not backed up.

Mobile phones should not be used in the Clusters.

Drinks and Food may not be consumed in the Clusters / Studios except where specific provision is made.

7. STUDENT COMMENTS AND GRIEVANCES

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

There is more information about student opinion – and some information about actions that have been taken by the University as a result of your opinions – on the 'You Said We Did' website (https://www.ncl.ac.uk/itservice/support/yousaidwedid/)

The University explanation of how it works in partnership with students is available in the Policy on Student Representation: http://www.ncl.ac.uk/quilt/assets/documents/qsh-studentrep-pol.pdf.

Students are encouraged to make comment about any aspect of their degree course or their life in the School, or seek remedies for specific grievance, in the following ways:

7.1 STUDENT STAFF COMMITTEE

This committee usually meets twice per semester to consider any matters raised by students, including:

- Modules / Programmes of study
- Learning resources
- Teaching and learning
- Pastoral care
- Personal development

The Committee has both academic staff and student representation, as appropriate, to cover all programmes and as many stages as is practical. The Programme Secretary will report names and contact details of student representatives promptly to the Education Officer, Union Society to enable training to be arranged. The discussions and decisions of the Student Staff Committee will be reported to the relevant Board of Studies.

If you would like to raise an issue at SSC please speak with your student representative. If you're not sure who this is, please contact your programme secretary.

School representatives are appointed by the Students Union to represent their School at the Faculty Learning, Teaching and Student Experience Committee (FLTSEC). Each School should have one undergraduate rep and one postgraduate rep. These reps take opinions from the student body to a bigger Faculty committee and have a direct voice in decisions that are being made across the Faculty.
The Students' Union provides training for course representatives, chairs and secretaries – more information is available here: https://www.nusu.co.uk/yourvoice/reps/academic/

7.2 MODULE EVALUATION

Students are requested to complete a confidential questionnaire at the end of each module. This is designed to give you a chance to reflect on what you have gained from the module, to help academic staff reflect on what went well with the module and to suggest ways that the module might be developed in the future. The questionnaire is made available on the Evasys system for online compilation. The results are collated, fed into the Board of Studies for course planning purposes, and key changes are relayed back to students.

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.

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

7.3 EXTERNAL SURVEYS

In addition to module evaluations, which focus on specific modules, the University also uses several external surveys to gauge your overall opinion of your time at the University. The key surveys are:

- The National Student Survey (NSS) – an annual survey of all final-year students, runs February through April

- International Student Barometer – an annual survey of all EU and international UG and PG students, runs November and December

7.4 STAGE AND PROGRAMME REVIEW

Year groups are sometimes invited to meet with the Degree Programme Director towards the end of each semester to review the course of study for that semester, and the programme as a whole. Information from these meetings is also used in the annual review of the programme. You may also receive stage/programme questionnaires to complete.

7.5 GENERAL SCHOOL GRIEVANCE PROCEDURE

Students may also raise issues of specific concern with appropriate lecturers or tutors on projects, workshops etc. In cases of dissatisfaction, students should approach the member of staff concerned, then their Tutor/ Senior Tutor or Degree Programme Director, as necessary to resolve the issue.

Students also have recourse to the various University procedures for appeals and review or for concessions. Appeals should be made through the Student Progress Service.

7.6 COMPLAINTS AND APPEALS

The Student Complaints Procedure is the University's formal complaints procedure under the Student Charter. It is intended to allow students to make a complaint about a service, a member of staff or another student within the University. The procedure applies to all formal complaints including those related to harassment or racial equality – http://www.ncl.ac.uk/students/progress/Regulations/SPS/complaints.htm.

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

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

Impartial advice on both the complaints and appeals procedures may be sought from the Student Progress Service. Assistance with submitting a formal complaint or an appeal may be sought from the appropriate officer of the Students' Union, from the Student Advice Centre, or from a Personal Tutor.

8. FACILITIES & STUDENT SERVICES

8.1 LIBRARY FACILITIES

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 Walton and Law libraries and Marjorie Robinson Library Rooms 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 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 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 our 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.
The Schools Subject Guide https://libguides.ncl.ac.uk/apl brings together tailored, subject-specific information, resources and databases and is the best place to start your exploration of the Library's resources for Architecture, Planning & Landscape.
The library runs a Books on Time service, which allows students to recommend books that are not currently in stock but might be useful in their studies: https://www.ncl.ac.uk/library/services/suggest-book
Library Staff are available at information points and service desks to help you to find the information you need. They also offer workshops and one to one consultancies to help you improve your information skills. Alternatively, you can use our online Library Help service 24/7 (libhelp.ncl.ac.uk) to access support no matter where you are.
If you have any questions or need any help ask a member of Library staff or contact via us via LibraryHelp (libhelp.ncl.ac.uk) – we are here to support you through your course. For further information on Library services, see www.ncl.ac.uk/library

Reading Lists

Each module has an associated reading list (see http://library.ncl.ac.uk/go/readinglists), which is divided into:

Required (or essential) reading, which it is essential for you to consult in order to contribute successfully to discussions, projects and assignments in the module.

Recommended Reading, which is supplementary, giving more context and depth to required texts. Blackwells holds stocks of key books on reading lists. You are also strongly encouraged to build your own reading lists around your particular interests, following up suggestions from tutorials and seminars.

Borrowing: Bring your Smartcard whenever you visit the Library. You will not be able to enter the Library without it. You will also need your Smartcard to borrow Library material and request Inter-Library Loans.

At any one time, Undergraduates can have on loan:

- 20 Long Loan Items
- +3 1 Week Loans
- +3 Next Day Journals
- +3 Student Texts Collection Items
- +3 Next Day Loans (books)

Help: The library has friendly, helpful staff to answer your queries, and a dedicated liaison team to provide subject-specialist support. Your Liaison Librarian is Lorna Smith.

Tailored information for the School of Architecture, Planning and Landscape is available at: http://libguides.ncl.ac.uk/apl. This is a great starting place to help you find information for your subject.

8.2 WRITING DEVELOPMENT CENTRE

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

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

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

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

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

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

To make an appointment, book a workshop or find out about our opening hours, please see our website http://www.ncl.ac.uk/students/wdc/

8.3 ENGLISH LANGUAGE MATERIALS ONLINE (ELMO)

https://elmo.ncl.ac.uk/Default.aspx ELMO is a website of multimedia, self-study English language activities to help you improve your English for Academic Purposes (EAP). It is free for Newcastle University students and staff. The website and the materials have been designed and written by English language teachers at Newcastle who work to support Newcastle's international students and staff. This innovative learning resource is the only one of its kind in the UK and access is free for Newcastle University students and staff.

ELMO has a combination of general and subject-specific Academic English activities divided into units and activities. You can use it anywhere, anytime, at your own speed for any length of time. All activities give you feedback and scores. You can save these scores to create your own personalised 'Study Record'. It includes video and audio material, so you will need to use a computer with headphones or speakers. You can use your own headphones with computers in on-campus clusters.

> *"ELMO is a very well developed website which I strongly recommend all*
> *international and native students to use."* (ELMO student user)

You can discover ELMO by simply exploring the website. Alternatively, you can download a simple instructions document. When logged in to a campus computer, ELMO will identify you automatically. If you are off-campus, use your University login and password to log on to ELMO. Contact us: elmo@ncl.ac.uk

8.4 INTO NEWCASTLE IN-SESSIONAL ENGLISH

The INTO Newcastle In-Sessional team can provide information on:
- The University English Language Assessment (UELA)

- Free academic English language classes for Newcastle students whose first language is not English. We would strongly urge that you take advantage of these classes if appropriate

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.

8.5 MATHS-AID

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

More information is available from the website: https://internal.ncl.ac.uk/ask/where-to-go/maths-aid

8.6 STUDENT SERVICES

King's Gate building provides access to many student services 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.

The Careers Service and Reception are located on Level 1, and on Level 2 you can access a wide range of other services: Accommodation, Student Wellbeing and Finance. The Interaction Team is your first point of contact for all services on Level 2.

Both drop-in and pre-booked appointments are available. More information is available here: https://my.ncl.ac.uk/students/kingsgate.

There are a number of services available; the key services are explained here

8.7 CAREERS

The Careers Service is situated in King's Gate, Level 1
Opening hours:
Monday, Tuesday, Thursday, Friday 9:00 to 5:00
Wednesday 10:00 – 5:00

Whatever your ambitions, values, degree subject or stage, the award-winning Careers Service exists to help you make the most of your unique skills and experiences. Whether you

are seeking a graduate career, going on to further study or starting your own business, the Careers Service offers a range of support to help you realise your potential while you are studying and for up to three years after you have graduated. There are so many career options to explore, and the Careers Service website (http://www.ncl.ac.uk/careers/) will provide you with an idea of the opportunities available.

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

It can help you with:
- Deciding what to do next
- Gaining enterprise, entrepreneurial and employability skills
- Getting professional experience
- Building up your contacts and networks
- Developing your business ideas and getting them off the ground
- Marketing yourself
- Finding graduate vacancies and postgraduate courses

8.8 COMPUTING FACILITIES

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/itservice/

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

8.9 EPORTFOLIO

You are able to make use of the ePortfolio tool to record, reflect and evidence the skills, knowledge and abilities which you develop during your time at Newcastle University. This electronic tool enables you to collate your thoughts, plans and achievements and build on them for the future. You can also use this to record your personal tutorial meetings.

To start using ePortfolio, or to learn more about it, please log onto Blackboard. Alternatively, you can log into ePortfolio via https://portfolio.ncl.ac.uk

8.10 BLACKBOARD

Information on your modules is also available on Blackboard which all students are able to log on to using their University username and password. You can expect to find as a minimum for each module, contact details for the lecturers teaching the module, the

module outline and lecture notes and other teaching materials for the module or links to these documents. Blackboard is available at: https://blackboard.ncl.ac.uk/webapps/portal/frameset.jsp.

8.11 THE STUDENT SELF SERVICE PORTAL (S3P)

The Student Self Service Portal (S3P) allows you to register on your programme of study and keep your personal details up to date. You can also pay fees online, produce standard documents to confirm your status (e.g., for council tax purposes) and report an absence to the School. Use this system as your first point of call if you want to:
- Register on your programme of study
- Keep details (addresses, etc.) up to date
- Pay fees
- View and print documentation to confirm your student status
- Confirm module choices for the next academic year
- Report an absence to the School
- Complete a PEC form

Further detail is available here: https://www.ncl.ac.uk/students/progress/student-resources/s3p/

You can log in here: https://www.ncl.ac.uk/students/progress/student-resources/s3p/login.htm. Remember that S3P does not use your campus log-in details. You will need your campus username and a DIFFERENT password.

8.12 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 with all you need for study success. The site offers information on the various services which provide academic skills development. Ranging from information literacy, revision strategies and academic writing, to time management, and maths and statistics. There is also 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 for more information.

9. EQUAL OPPORTUNITIES

The University has a clearly defined equal opportunities policy. Copies of the policy are available from the Human Resources Section, the Student Progress Service and on the University's website at: http://www.ncl.ac.uk/diversity

9.1 PROVISION FOR DISABLED STUDENTS

Disability Policy

The University and the School are committed to developing an environment in which students with disabilities can pursue their intellectual and personal development with appropriate central and School support services. It is the policy of the University that all applicants for programmes of study are considered first and foremost on grounds of academic and individual merit and, in respect of applicants who are disabled, every possible effort is made to overcome any factors which might prevent them from undertaking a programme of study or research for which they have been approved under normal admissions arrangements

The Disability Support Service (via Student Wellbeing) is a confidential advice and information service for disabled students and applicants. The people they work with include those who:

- Are dyslexic or have another Specific Learning Difficulty
- Have a medical condition, e.g. RSI, diabetes, epilepsy, M.E., arthritis
- Are only able to walk short distances
- Have mental health difficulties
- Have autistic spectrum disorder/Asperger's syndrome
- Use a wheelchair or other equipment
- Are deaf or hard of hearing
- Are blind or partially sighted

The Disability Support Service:

- Co-ordinates services for disabled students
- Talks with students about their support requirements
- Organises assessments of study support requirements
- Gives on-going support to enable effective study
- Assists in applying for the DSA (Disabled Students' Allowances)
- Talks with tutors about appropriate support
- Liaises with Examinations Office about exam arrangements
- Works with the Support Worker Service for the provision of appropriate support
- Liaises with other services for more specialist help and advice
- Advises on accommodation issues
- Organises training for university staff on disability issues

More specialist assistance:

- Advise on screening and assessment for dyslexia and other Specific Learning Difficulties
- Provide one-to-one tuition and support for improving skills in organisation, essay-writing, note taking, reading and revision
- Give information and advice on equipment and software from a Technical Support Adviser
- Assist in locating support workers, including communication support workers, BSL/English Interpreters, note takers, lip speakers, transcribers

Contact details:

Telephone: 0191 208 3333
Text phone: 18001 0191 208 333

Email: student.services@ncl.ac.uk
Web: http://www.ncl.ac.uk/students/wellbeing/disability-support/

9.2 DIGNITY AT WORK AND STUDY

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

The Code of Practice covers both staff and students and provides information on sources of advice and support.   The full Code of Practice can be found at: http://www.ncl.ac.uk/diversity/guidance/bullying.php

9.3 SEXUAL AND RACIAL HARASSMENT

Newcastle University recognises that the social environment in which students live and learn has continued to develop and change. In response to this and in common with many other institutions of higher and further education, the University has developed a policy on harassment which describes the University's approach to this matter and provides guidance to any student requiring help and advice. The Policy emphasises the University's commitment to a social and learning environment which is free of unlawful discrimination in any form. It also suggests what steps students should take and refers to the various sources of help and advice offered to students. Booklets describing the Policy are available from the Registrar's Office Reception, the Student Counselling Service, the Students' Union, the Careers Advisory Service and the Robinson Library.

Single Equality Policy
http://www.ncl.ac.uk/students/progress/Regulations/SPS/equality.htm

Reporting and Recording of Racist Incidents
http://www.ncl.ac.uk/students/progress/Regulations/SPS/complaints.htm

10. GENERAL HEALTH AND SAFETY POLICY

Copies of the complete School Health and Safety Policy are available in Reception or from the School's Safety Officer, Sean Mallen (sean.mallen@ncl.ac.uk).

The following extracts from the policy are particularly appropriate with regard to day to day activities. All Staff, Students and Visitors have a duty of care both to themselves and to others and in this respect are responsible for their own health and safety and the health and safety of others.

In accordance with University policy smoking is not permitted anywhere on campus.

Fire Procedures

1.   You should familiarise yourself with:-

      (a)   Positions of EXITS from the building

      (b)   Positions of FIRE ALARM POINTS

      (c)   Positions of EXTINGUISHERS

      (d)   Positions of ASSEMBLY POINTS.

The main areas of the Accommodation and their Assembly Points are:-

Location	Assembly Point
Architecture Building	
Basement (North end)	Back of Old Library
Ground Floor (North end)	Quadrangle
Workshop and Basement (South end)	Back of Old Library
Ground Floor (South end)	Quadrangle
First Floor	Quadrangle
Second Floor	Quadrangle
Building Science	
Ground Floor	Claremont Quad
First Floor and Mezzanine	Claremont Quad
Second Floor	Claremont Quad
Daysh & CLT (AUP Studio)	Grass area between Claremont Tower and Merz Court
Level 4	Claremont Quad

Floor Wardens and any person in an appropriate situation should:

2.   **On discovering a fire:-**

(a)   Sound the alarm

(b)   Call fire service by dialling 6666 or 9-999

(c)   Follow procedure below

3.   On hearing the FIRE ALARM:-

(a)   Leave the building quickly but calmly. Do not use the lift

(b)   Close fire doors behind you

(c)   Go to assembly point

(d)   If the alarm is for a fire drill you should take any personal valuables with you when vacating the building

NB:

Fire bell tests - for a short duration of 10 to 20 seconds - are carried out every week (usually Monday mornings).
Full evacuation drills are programmed at random times during the term and will take place at least once a year.

All electrical equipment brought into the School must first be tested for safety by the workshop technician. The use of portable electric fires/items with a heating element is not permitted.

Hazardous Chemicals such as solvent based glues and resins should only be used with the express permission of the School Safety Officer and following a COSHH risk assessment. The use of glues, solvents and other chemicals can be hazardous to health and should, therefore, only be used in accordance with the manufacturer's instructions particularly in relation to ventilation. Safety Data Sheets should be obtained for all hazardous substances used within the School.

Heavy or awkward items should only be lifted following a risk assessment. Specialist lifting equipment may be required and/or help from the University's portering staff. The School's Safety Officer should be consulted for advice before potentially hazardous lifting jobs are attempted.

Work at height should be carried out using the appropriate equipment (School step ladders). Students should be aware of safe working practice:

- Pre-use check (no broken parts)
- Ensure there is space to fully open
- Use any locking devices
- Ground should be firm and level
- Floors should be clean, not slippery
- Short duration of work (max 20 mins)
- Light work (up to 10 kg)
- Do not work off the top two steps unless you have a safe handhold on the steps.
- Avoid side on working
- Do not overreach – make sure your belt buckle (navel) stays within the stiles and keep both feet on the same rung throughout the task

Procedure in the Event of Accidents

1. If serious, dial 6666 immediately (an emergency telephone is located in the Architecture Building on the Ground Floor, opposite the Head of School's office) and, if possible, alert tutors. Otherwise, treatment should be sought from one of the building First Aiders, Nathan Hudson and Sean Mallen (Architecture and Building Science), Karen Ritchie, David Webb and Cat Button (Daysh).
2. All accidents / near misses and their circumstances should be reported to the School office receptionist.

First aid boxes - for anybody requiring first aid treatment are located as follows:

Main Architecture Building

(i)   Basement Workshop

(ii)   Ground Floor, Foyer

(iii)   Ground Floor, General Office

(iv)   First Floor

(v)   Second Floor

Building Science Building

(i)   Ground Floor

Daysh

(i)   Level 4 Studio

No articles of furniture or equipment shall impede the full use of escape doors or routes.

Fire doors must **not** be wedged or otherwise held in a permanently open position.

Smoking or the consumption of alcohol is not permitted in studios at any time.

Late Working (Outside Normal Hours) for Students

Late working is considered a necessary, albeit occasional, requirement of both undergraduate and postgrad architecture programmes. The School offers 24 hour 7 days a week access to students as well as staff. Staff and students must be aware of the need to ensure that safety guidelines (set out below) are followed in order to minimise the threat to their personal safety.

General rules for Late Working   (Architecture Building and Building Science)

Late working is defined as working in the School buildings out of normal working hours i.e. after 6pm and before 8am Monday to Friday and anytime at weekends.

Due to the potential danger from violent intruders **NO STUDENT IS TO WORK ALONE**. Always have someone else with you, and leave together. Consider ordering a taxi rather than walking home at night.

Security make regular checks of the Architecture and Building Science building, students found to be lone working will be reported to School management.

The penalty for being caught lone working after hours is one week's suspension of late working access, a second offence will result in one month's suspension, and a third will result in access being suspended for the remainder of the academic year.

Intruders must not be approached. Security should be contacted immediately. An emergency telephone is located in the Architecture Building on the Ground Floor, opposite the Head of School's office, from where help can be summoned (dial 6666). The service is manned 24 hours a day.

All students working late must ensure that they are conversant with the rules for safety in the studios and know the positions of fire alarms, extinguishers and escape routes (rules are posted outside each studio).

If a member of University Security asks you to leave the Building you must do so without argument. Please carry identification (e.g. smartcard) with you. **Failure to leave when asked could jeopardise late working for everyone.**
When entering the building using your smartcard try to ensure you do not allow anyone that you do not know to follow you in.

Drinking alcohol in studios is banned at all times and students reported as doing so will face disciplinary action.

Safe Zone

Students working after hours will be expected to use the safety app Safe Zone. It connects you directly to the university security team when you need help while you are on campus. You can get urgent help if you or someone near you feels threatened or is the victim of an assault or robbery, and call for First Aid or Help in less urgent situations. When you raise an alarm or call for help, all on-campus security team members will be alerted to your situation and location so that they can co-ordinate to help you quickly and effectively. http://www.ncl.ac.uk/hr/support/safezone.php

PLEASE REMEMBER: LATE WORKING IS A PRIVILEGE, NOT A RIGHT.

Personal Safety Advice

The steps outlined below, if followed, will increase your awareness of risks and reduce the possibility of threatening situations arising.

It is essential that all threatening, suspicious or crime-related incidents are reported to a member of University staff.

For further advice on personal safety-related matters contact:

Sean Mallen, School Safety Officer sean.mallen@ncl.ac.uk, ext 87482

University Security staff - ext 86817

Northumbria Police Crime Prevention Office - 0191 264 555 ext 82624

Safety when Travelling

Try to let someone know where you are going, when you expect to arrive, and when you have reached your destination safely.

- When walking, avoid short cuts through dimly lit areas such as alleys, waste ground, or parks.
- Walk facing the traffic, so a car cannot pull up behind you unnoticed.
- Walk on the kerb side of the pavement; so that anyone lurking in an alley has further to come to reach you.
- Do not expose expensive looking jewellery to view.
- If you usually walk home after dark, it is worth considering a personal attack screech alarm. These are available from the students 'Union, and give off a piercing noise which will attract attention and may frighten off would be attackers. Remember they can only be of help if they can be used quickly, so keep in your coat pocket or hand, not in a handbag.
- Do keep bags close to your body. If someone makes a grab for your bag it is better to let it go rather than risk injury.
- Do keep your keys in your pocket rather than your bag.
- If you are accosted by a car driver in the street, run off in the opposite direction to the way the car is facing.

When walking along a street, you may feel that someone is following you on foot. Try crossing the road to confirm your suspicions. If you are still being followed then make your way to the nearest place where people are likely to be, for example, a pub, shop, or house with lights on. As soon as you can, telephone the police from a safe place. Do not use a telephone box in the street as an attacker could trap you inside.

- If you are going to be late leaving the University, it is wise to arrange a lift and if possible stay indoors until the vehicle arrives. When you get home ask the driver to wait until you are safely indoors.
- If leaving the students' Union, use the 'Safety Bus' which operates a door-to-door service on a nightly basis, Monday to Saturday.

Buses

- Time your arrival at the bus stop so that you will not have to wait long.
- Try to avoid bus stops that are poorly lit, or isolated.
- Sit as close as you can to the driver or conductor.
- If you feel vulnerable where you are sitting, change your seat as soon as the opportunity arises.
- Think about where you will get off the bus. Avoid isolated and poorly lit stops - they may mean a shorter walk, but it might be safer to use a longer, more secure route.
- On double-decker buses, sit on the lower deck if you can.

Taxis and Mini-Cabs

- Know the telephone number of a reputable cab company and carry this with you.
- Consider sharing a taxi with a friend. Not only is it safer but it will be cheaper.
- Always sit in the rear of the cab.
- If you feel uncomfortable about the driver, stop at a busy area and get out.

- Never disclose any personal details about yourself, no matter how genuine the driver might appear.
- Before you get out, have your house keys ready.
- Do not be tempted to accept a cab that stops beside you without a booking, it may not be genuine.
- If female, many taxi companies have lady drivers available if you ask.
- If faced with an attacker, for most people the 'kick and run' theory is probably of more practical use than standing up to the attacker.

11. OTHER UNIVERSITY PROCEDURES AND CONTACTS

11.1 OTHER UNIVERSITY PROCEDURES

Procedures for:

- Academic Appeals Procedure
- Assessment Irregularities Procedure
- Code of practice for freedom of speech
- Dignity at Work and Study Code of Practice
- Equal Opportunities Policy
- Fitness to Practise Committee
- No Smoking Policy
- Race Equality Policy
- Student Complaints Procedure
- Student Disciplinary Procedure
- Student Sickness Procedure
- University Concessions Procedure

Website: http://www.ncl.ac.uk/students/progress/Regulations/

11.2 OTHER USEFUL CONTACTS

Most of the following information can be found in the Student Guide:
https://www.ncl.ac.uk/pre-arrival/support/

STUDENT WELLBEING

The Student Wellbeing Service provides information, advice and guidance on a wide range of student support issues. This support has been designed to enable students to maximise their potential whilst at University. The service is free, confidential and available to all students.

Tel: 0191 208 3333
E-mail: student.services@ncl.ac.uk
Main Website: http://www.ncl.ac.uk/students/wellbeing/
Fees and Funding: http://www.ncl.ac.uk/students/wellbeing/finance/
Counselling and Mental Health Support:
http://www.ncl.ac.uk/students/wellbeing/support/
Disability and Dyslexia: http://www.ncl.ac.uk/students/wellbeing/disability-support/
Medical Matters: http://www.ncl.ac.uk/students/wellbeing/medical/

COUNSELLING AND MENTAL HEALTH SUPPORT TEAM

King's Gate, Level 2
Newcastle upon Tyne NE1 7RU
Tel: 0191 208 3333
Email: student.services@ncl.ac.uk
Website: http://www.ncl.ac.uk/students/wellbeing/support/

You can make an appointment to see a professional counsellor to talk through your problems. An initial appointment will include a discussion about the options available to best help in your current situation. Appointments are available daily, aiming to see students for an initial assessment within 5 working days. After the initial appointment, if you choose to continue accessing support, you may attend 1:1 counselling theory and/or group support sessions. The approach depends on what the identified difficulties are and how they might best be addressed. This will be discussed fully with you. The Wellbeing Service is completely confidential.

DISABILITY SUPPORT

King's Gate, Level 2, Newcastle upon Tyne NE1 7RU
Website: www.ncl.ac.uk/students/wellbeing/disability-support/

If you have a disability we would encourage you to contact the Student Wellbeing Service as soon as possible. This will enable us to discuss any additional support that you may require e.g. facilitating examination arrangements. The government provides funds for UK disabled students through the Disabled Students' Allowances to assist students who, because of their disability, incur extra costs. Applications for Disabled Students' Allowances should be made through Student Finance England (or the equivalent body if you live in Scotland, Wales or Northern Ireland). Further details can be found at:
http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/HigherEducation/DG_10034898.

Advice and help on all aspects of claiming Disabled Students' Allowances can be obtained from Disability Advisers within Student Wellbeing.

SPECIFIC LEARNING DIFFICULTIES e.g. DYSLEXIA, DYSPRAXIA

King's Gate, Level 2, Newcastle upon Tyne NE1 7RU
Website: www.ncl.ac.uk/students/wellbeing/disability-support/

If you have a specific learning difficulty, such as dyslexia or dyspraxia, please contact a Dyslexia Adviser within Student Wellbeing as soon as possible and provide us with a copy of your most recent psychological assessment report. If you do not have a current report we can help you to arrange an assessment. We can also discuss any support that you may require e.g. additional time in examinations. The government provides funds for UK disabled students through the Disabled Students' Allowances to assist students who, because of their disability, incur extra costs. This could include funding for assistive technology or one to one study

support, which can be obtained through specialist learning advisors at the Wellbeing Service, if required. Applications for Disabled Students' Allowances should be made through Student Finance England (or the equivalent body if you live in Scotland, Wales or Northern Ireland). Advice and help on all aspects of claiming Disabled Students' Allowances can be obtained from Dyslexia Advisers within the Student Wellbeing Service.

PERSONAL EXTENUATING CIRCUMSTANCES (PEC)

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

Most students encounter few, if any, problems during their period of study at the University, but sometimes things can go wrong. There are processes in place to help you. Generally your first point of contact should be your personal tutor, the Senior Tutor (Dr Raymond Abdulai) or the School Wellbeing Manager.

PEC support is in place to help you and can work in a number of ways, such as extensions, deferrals, suspension of studies or discretion. How PEC will help you will depend on the circumstances.

Please refer to the Student Guide to PEC and PEC FAQ documents for further information on the PEC process. These guides will be emailed to you near the beginning of each term, if you wish to be sent these guides again please email Kelly Weightman for a copy.

CHAPLAINCY

19/20 Windsor Terrace
Tel: 0191 222 6341
Email: chaplaincy@ncl.ac.uk
Website: https://www.ncl.ac.uk/students/wellbeing/about/chaplaincy.htm

The Chaplaincy is a team of chaplains working together, appointed by faith communities, recognised by the University and affiliated to the Student Wellbeing Service. The Chaplaincy is committed to working with students and staff of different faiths and none and to making the University a place of religious tolerance and respect.

SPORT AND PHYSICAL WELLBEING AT THE UNIVERSITY

The University Sports Centre, Richardson Road, (behind Richardson Road flats)
Tel: 0191 222 7225/7474
Email: sport@ncl.ac.uk
Website: www.ncl.ac.uk/sport/

The Centre for Physical Recreation and Sport and the Athletic Union provide excellent facilities and an extensive programme of competitive and recreational sporting activities for students of all abilities, whether you wish to take up a sport for the first time or are participating for fun, fitness or serious competition. All students at the University are eligible to become members of the Athletic Union (AU) and are able to join any of its 58+ sports clubs.

STUDENT ADVICE CENTRE

Students' Union, King's Walk
Tel: 0191 239 3979
Email: student-advice-centre@ncl.ac.uk
Website: http://www.nusu.co.uk/support/sac/

The Student Advice Centre is situated on the first floor of the Students' Union Building. You can check opening hours at http://www.nusu.co.uk/support/sac/openingtimes/. You also call them on 0191 239 3979; fax 0191 239 3986; or e-mail: student-advice-centre@ncl.ac.uk

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 elsewhere if need be (to a solicitor, counsellor, specialist agency etc.), or take on your case for you, even to representation stage. You can browse through a range of information, help yourself to leaflets and obtain forms (benefits, help with NHS charges, Access to learning Funds etc.). See website: www.nusu.co.uk/sac
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.

International Student Advice
The Student Advice Centre can no longer provide immigration advice to International students. We suggest that students contact the Visa and Immigration Service (VIS) at King's Gate for advice.

STUDENTS' UNION

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

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

Location: King's Gate
Telephone: 0191 222 6856
Email: international.office@ncl.ac.uk

Website: http://www.ncl.ac.uk/international/

LANGUAGE RESOURCE CENTRE

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

Location: Old Library Building
Telephone: 0191 222 7490
Email: open.access@ncl.ac.uk
Website: http://www.ncl.ac.uk/langcen/

NIGHTLINE

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

Telephone: 0191 261 2905 - 2000 hours to 0800 hours
Email: nightline@ncl.ac.uk
Website: http://www.nusu.co.uk/nightline

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 9-5)
Telephone: 0191 208 5999
Email: it.servicedesk@ncl.ac.uk
Website: http://www.ncl.ac.uk/itservice/

11.3 UNIVERSITY REGULATIONS

Full University regulations may be viewed at:
https://www.ncl.ac.uk/regulations/programme/2018-2019/sapl.php

11.4 HANDBOOK FOR OVERSEAS STUDENTS

The international student handbook produced by the International Office can be viewed online through the following link:
http://www.ncl.ac.uk/international/about/download.htm

APPENDIX 1 GROUP WORKING FRAMEWORK

Stage	Standards- students should be able to:	Evidence gathering
1	1. Communicate and share information with group members 2. Identify problems in interaction and bring them to module leader's attention	1. Take a regular part in Blackboard based discussion forums 2. Communicate problems to the module leader
2	1. Appreciate the contribution of others 2. Keep good records including action lists	1. Use of peer evaluation form. 2. Minutes of discussions
3	1. Negotiate the assigning of roles and responsibility in groups formed by module leader 2. Employ problem solving techniques to team working problems 3. Demonstrate capacity to listen and learn from others	1. Minutes of discussions 2. Reflect on process of team building in report of project work 3. Reflect on personal development in report of project in the form of responsiveness to criticism/feedback

APPENDIX 2

SCHOOL OF ARCHITECTURE, PLANNING & LANDSCAPE
DESCRIPTION OF LEVELS OF ATTAINMENT: UNDERGRADUATE, PLANNING PROGRAMMES: STUDENTS 2007/2008 ENTRY and later

CLASS OR GRADE	MARK RANGE	EXAMS	PROJECTS/ ESSAYS	DISSERTATION	DESIGN PROJECT WORK
FIRST	80+	Make excellent connections between the different areas of the curriculum. Synthesise, integrate and critique a wide range of evidence and information sources.	Exhibit an excellent level of understanding of the complexities of planning issues and problems.	Dissertations in this class have a challenging choice of topic / approach; They exhibit the highest standards of argument and original thinking throughout, including the use of theory and / or strong insights into policy and practice. Authoritative presentation.	Demonstrate originality and flair in the treatment and exposition of the subject matter. Work excellently individually and / or in groups, demonstrating high levels of initiative and autonomy.
FIRST	79 70	Synthesise and critically employ a good depth of material in a well-structured argument.	Communicate a wide variety of Planning information, ideas principles and arguments and proposals effectively and fluently through well prepared written, graphic, oral and electronic means drawing on effective use of data/literature.	The dissertation meets the criteria of upper second and also demonstrates: ⬚ High standards of argument; ⬚ insightful literature review, analysis and conclusions/recommendations; ⬚ good grasp of conceptual/theoretical approach; ⬚ strong presentation (may still have some minor flaws in presentation, compensated for by high standards of original thought and analysis).	Communicate Planning information effectively through graphic and/or electronic means. Able to formulate innovative course of action as responses to a variety of Planning problems.
SECOND (UPPER)	69 60	Perceptive understanding of the issues plus a coherent well-read and stylish treatment though with less originality than for a first.	Thorough, clear treatment shows a critical understanding of arguments, contribution and context based on sound use of data/literature.	The dissertation meets the criteria of lower second with no flaws and also has: ⬚ Coherent presentation that directs the reader; ⬚ a thematic/synthetic literature review that is used to good effect in analysis and conclusions; ⬚ methodology that is clearly justified and contains details of analytical approach; ⬚ critical analysis of findings.	Competent throughout, occasionally transcended. Confident resolution of the problems/issues.

SECOND (LOWER)	59 50	Competent answers based largely on a narrower range of material. Competently structured argument.	Competent treatment of literature or database drawing conclusions that demonstrate a useful understanding of the interplay of issues.	The dissertation has all the required components in place: ⬜ Introduction with clear questions/hypothesis aims and objectives; ⬜ an adequate literature review that is appropriate to the topic; ⬜ appropriate methodology with detailed description of data collection; ⬜ some analysis of findings (may be descriptive, but should be detailed); ⬜ conclusions and recommendations that follow on from the findings; ⬜ adequate presentation (may have some flaws).	Competent performance with practical resolution of problems
THIRD	49 40	Demonstrates a basic grasp of the concepts and a baseline understanding of planning issues and problems	Makes basic use of evidence and information sources demonstrating a basic understanding of the complexities of planning	The dissertation has serious flaws in one or two components e.g.: ⬜ Weak introduction / lack of clarity in questions; ⬜ inadequate or inappropriate literature; ⬜ methodology that is inappropriate or lacks sufficient detail or clarity; ⬜ presentation of findings that is not analytical or lacks clarity; ⬜ conclusions that are weak or not justified in terms of the findings; ⬜ lack of overall organization and/or understanding.	Basic level of achievement throughout with occasional signs of accomplishment.
FAIL	39 30	Fundamental errors of concept and scope or poor in knowledge, structure and expression.	Shallow and poorly presented. Lacking in conclusions or conclusions incorrect.	Dissertations in this category exhibit serious flaws in three or more components (see descriptors for third class) or lack key components altogether. They will show a lack of adequate application to the task.	Shallow, flawed or incomplete work.
	29	Increasing inability to engage with the question or an answer to an imaginary question. Marks compiled from zero up offer in increments of five for each contribution of note.	No adherence to project essay outline or title. No clue as to what was required.		Little evidence of basic competence or imagination or very incomplete. Shows little grasp of the subject.

NOTE: These descriptions are to be read in conjunction with the Module Outlines available.