SCHOOL OF MATHEMATICS, STATISTICS AND PHYSICS

Mathematics and Statistics Undergraduate Degree Programme Handbook

2020-2021

Section A: Introductory Information

Message from the Head of School

Welcome to the School of Mathematics, Statistics and Physics. We hope that your time here will be both successful and enjoyable.

This handbook is intended to provide an introduction to the School of Mathematics, Statistics and Physics (there is a separate handbooks for Physics students). Please find the time to read the information provided in the handbook. We have collected together general and background information that we think you should know – either sooner or later – during your time in the School. Keep this handbook in a handy place, and use it for reference when you need some guidance as to what to do. Of course, it cannot hope to cover every eventuality – it is only a handbook – so be prepared to ask someone when you require help or information: your Personal Tutor, the Director for your particular degree programme, your lecturers, the School Manager or the staff in the School Office. We are all here to help you through your studies during your time at the University.

The School is responsible not only for teaching students, but also for extending knowledge of mathematics, statistics and physics through research; in particular, we endeavour:

- to provide, for all students, a high quality of educational and academic experience, thereby giving them the opportunity to achieve their full potential;

- to provide the best possible environment, within the resources available, for the pursuit of scholarship and excellence in learning, research and other academic activities;

- to advance the subjects of mathematics, statistics and physics by producing original contributions to knowledge.

We trust that your own experience of the School will be that all these goals are being achieved.

Dr Nick Parker
Head of School

Summary of Programme Commitments

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

Average number of contact hours for this Stage/programme	See page 12.
Mode of delivery	The School's degree programmes are delivered in full time linear mode and fit within the University's standard pattern of terms and semesters.
Normal notice period for changes to the timetable, including rescheduled classes	Where possible, at least one week's notice will be given for timetabling changes. In the event of this happening students will be contacted by email.
Normal notice period for changes to the curriculum or assessment	Changes after you register for the academic year are rare and are generally unavoidable. If changes are required, they will be made in the previous semester.
Normal deadline for feedback on submitted work (coursework)	See Section E: Assessment and Feedback, Feedback on Assignments on pages 22.
Normal deadline for feedback on examinations	See Section E: Assessment and Feedback, Feedback on Assignments on pages 22.
Professional recognition	The School's Single Honours degree programmes are accredited by the Institute of Mathematics and its Applications (IMA). This means that these degree programmes meet, in part, the educational requirements for the Chartered Mathematician designation, with some additional study or experience required.
Assessment methods and criteria	See Section E: Assessment and Feedback on page 20.
Academic guidance and support	See Section C: Student Support page on page 13.

Important School Contact Details

School of Mathematics, Statistics and Physics
Herschel Building, Newcastle University
Newcastle upon Tyne   NE1 7RU

Website: www.ncl.ac.uk/maths-physics
Email: maths.physics@ncl.ac.uk
Telephone: 0191 208 3944

Head of School
Dr Nick Parker, Email: nick.parker@ncl.ac.uk

Director of Excellence in Learning and Teaching
Dr Phil Ansell, Email: phil.ansell@ncl.ac.uk

Undergraduate Degree Programme Director (DPD) Maths/Stats
Dr Graeme Sarson, Email: graeme.sarson@ncl.ac.uk

Senior Tutor and Stage One Tutor
Dr David Walshaw, Email: david.walshaw@ncl.ac.uk

Stage Two Tutor
Dr Michael Dritschel, Email: michael.dritschel@ncl.ac.uk

Stage Three Tutor
Professor Sarah Rees, Email: sarah.rees@ncl.ac.uk

Stage Four Tutor
Dr Alina Vdovina, Email: alina.vdovina@ncl.ac.uk

Joint Honours/Major Minor Advisor
Dr Andrew Baggaley, Email: andrew.baggaley@ncl.ac.uk

Joint Honours Subject Advisor (Accounting/Economics)
Dr Victoria Pagan, Email: victoria.pagan@ncl.ac.uk

Transition Officer
Dr Kate Henderson, Email: kate.henderson2@ncl.ac.uk

School Manager
Christine Wright, Email: christine.wright@ncl.ac.uk

School Learning and Teaching Manager
Jacqueline Storey, Email: jacqueline.storey@ncl.ac.uk

School Learning and Teaching Team Leader
Jill Elliott, Email: jill.elliott@ncl.ac.uk

School Learning and Teaching Administrator (Job Share)
Debra Patterson (Wednesday to Friday), Email: debra.patterson@ncl.ac.uk
Robert White (Monday to Wednesday), Email: robert.white@ncl.ac.uk

School Learning and Teaching Assistants
Anne Aspey, Email: anne.aspey@ncl.ac.uk
Lauren Daley, Email: lauren.daley@ncl.ac.uk
Emma Simblett, Email: emma.simblett@ncl.ac.uk

School Receptionist
Ella Kearsley, Email: ella.kearsley@ncl.ac.uk

Key Dates

2020-2021 Semester and Term Dates

Autumn Term	Monday 28 September 2020	Friday 18 December 2020
Spring Term	Monday 11 January 2021	Friday 26 March 2021
Summer Term	Monday 26 April 2021	Friday 18 June 2021
Semester 1	Monday 28 September 2020	Friday 29 January 2021
Semester 2	Monday 1 February 2021	Friday 18 June 2021

The undergraduate academic year is organised into three terms. Major holidays (Christmas and Easter) occur between terms. The undergraduate academic year is ALSO organised into two semesters.

For new undergraduate students semester one will include one week of online induction and two weeks of blended induction, commencing on 28 September 2020. For returning students two weeks of induction will commence on 5 October 2020. There will be nine teaching weeks commencing on 19 October 2020, and two enrichment weeks. Semester two will follow a similar pattern.

You are expected to participate in all timetabled activities and engage in classes and group learning activities.

Examination dates: these are available at the link below:
https://www.ncl.ac.uk/exams/exam-dates/#examdatesandtimetable

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

University timetable

Once registered on your programme, you can access a personalised timetable using the University app (https://services.ncl.ac.uk/itservice/teaching-services/mobile/universityapp/) which also has information on moving around campus safely, managing your Library and print accounts and finding places for private study. You can also view module, programme and individual timetables on the student timetables website (www.ncl.ac.uk/timetable) where there is a guide on how to understand your timetable (www.ncl.ac.uk/timetable/StudentTimetableGuide.pdf) and links to maps of the teaching campus. If your degree programme has an optional component, your personal or stage tutors will advise you on the best module options to suit your particular academic interests.

Contact hours and the amount of self-directed study can differ between subjects, but you should expect to attend classes on most days (either present in person or on-line) and between the hours of 9am and 6.30pm Monday to Thursday and 9am and 5.30pm on Fridays.

Please note that timetables can change at short notice during the year – so please check the website and your app regularly.

The Student Charter and the Newcastle Offer

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

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

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

In summary, you are expected to:

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

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

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

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

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/

Attendance

The University wishes to support all students to the completion of a programme of study and we know that good engagement with their programme plays an important part in successful outcomes. It is important that all students adhere to the terms of the Student Charter (https://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter) and interact with learning activities and attend all timetabled sessions provided in a punctual manner. The University also has an obligation to monitor the attendance of international students and to report to UK Visa and Immigration any student who is located in the UK who is not engaging with their studies and may be presumed to have withdrawn .

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

If you are unable to attend for any length of time (more than three days absence), you should notify your School by promptly submitting an absence request form along with any necessary evidence. You can do this through S3P. https://www.ncl.ac.uk/students/progress/student-resources/s3p/absencereq.htm

International students should also seek approval for vacations or plans to leave the UK in the summer period, as this may have visa implications.

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

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

Student Self Service Portal (S3P)

S3P is your Student Self Service Portal, use this system if you want to;

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

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

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

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

Section B: Degree Programme and Module Information

Overview and Important Definitions

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

Key Definitions:

Module – an element within a programme of study. The size of the module is measured with reference to your learning time. The normal undergraduate academic year is 120 credits. Your total study time is expected to total 100 hours for each 10-credit module.

Compulsory modules – modules that you must take in order to fulfill the Degree Programme requirements.

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

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

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

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

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

Degree programme specifications – the specifications for each degree programme contain information on the aims, learning outcomes, teaching and learning methods and assessment strategies specific to each programme. All degree programme specifications are available on-line at the following link: http://www.ncl.ac.uk/regulations/programme/

Present-in-person (PIP) – on campus activities.

Face-to-face – synchronous activities in which students and/or lecturers are interacting at the same time. These maybe online or present-in-person sessions on campus.

Synchronous – learning, teaching and assessment activity that happens at the same time for all involved.

Non-synchronous – learning, teaching and assessment activity that can be undertaken by those involved at different times.

Modules and Module Choice

The Degree Programme Regulations for your programme explain which modules are compulsory, core, and/or optional on your degree programme. You can look up information on each module in the Module Catalogue (http://www.ncl.ac.uk/module-catalogue/). This will provide key information, including the number of credits, the types of assessment, the types of teaching activities, and the number of contact hours. It also explains how many hours you are expected to spend in independent study, including lecture follow-up, completing coursework, doing background reading, and revising for your exams. The module outline will also explain the aims and learning outcomes of the module and provide you with an overview of the syllabus.   In the School of Mathematics, Statistics and Physics, all Stage 1 modules are compulsory. The pre-registration process, whereby students select optional modules for subsequent Stages, takes place in the summer term.

Teaching and Contact Hours

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

Graduate Skills Framework

Your University programme is primarily intended to educate you in a particular discipline, but it will also provide training in transferable skills and personal development through a set of graduate attributes. You will have the opportunity to develop these through various aspects of your University experience and through your programme. The University maps these attributes according to the Graduate Framework https://www.ncl.ac.uk/careers/planning/graduateframework/ Your programme will be clearly linked to a series of graduate attributes, some of which will be present in learning and teaching activities and some of which will be assessed. You will be able to identify these attributes by looking at the skills outcomes noted in the programme specification (see above) and in information about your modules in the module catalogue. Identifying the attributes that have been linked to your programme and experience will help you to recognise those which you can mention in interviews and on your CV.

Placements and Study Abroad Opportunities

If you would like to spend a semester or a year abroad, you should discuss this with the Degree Programme Director or the International Coordinator, Dr Lee Fawcett (email lee.fawcett@ncl.ac.uk). If you are interested in taking part in the University's placement scheme, further information can be found at the following link: https://www.ncl.ac.uk/careers/workexperience/placements/.

Section C: Student Support

Personal Tutoring

When you arrive at University, will you be assigned a personal tutor, who will help you make the most of your experience with us and support your academic career. Your personal tutor will be an academic member of staff and they will be your first point of contact with the University when you need advice or guidance.

Information about your personal tutor, including their email address, is included on the Student App, and this also includes information on:

- Your School Office, for example if you need to contact your personal tutor and do not get a timely reply from them
- Your peer mentor, if you are a Stage One Undergraduate student
- The University's Student Health and Wellbeing Services
- University guidance on Covid19

During each year you are expected to have a minimum of four contacts with your personal tutor – your School will provide you with details of how these sessions will run. The first of these will be in your induction period, to explain how your programme will be organised, and to help you get the most from your wider university experience.

In addition to these meetings, your personal tutor is available to discuss academic issues that crop up throughout the year, and so please do contact them if you are seeking advice. They will either be able to help you themselves or will refer you to specialist services in the University. Your personal tutor will explain how to contact them in your first meeting.

If you have worries or are anxious, you may wish to speak to your personal tutor, or you may feel it is more appropriate to contact our Student Health and Wellbeing Services.

If you wish, it is possible to change your personal tutor, for example, if you have a male personal tutor and would feel more comfortable with a female one. You don't need to give any reason for changing your tutor, and your School will be able to explain the procedures for doing so.

If you undertake a placement as part of your undergraduate study at Newcastle, you will be supported throughout the year either by your personal tutor or perhaps a placement tutor within your School or Careers Service.

Inevitably, what you get out of personal tutoring depends upon you and your personal tutor both contributing to the relationship: a personal tutor can't help you if you do not engage with them, and you need to be open and honest with your tutor in order to receive the best support.

At the end of your degree, you can ask personal tutors to provide you with references for employment or further study. For these to be useful, 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.

Peer Mentoring

The University is committed to offering Peer Mentoring to all undergraduate students entering their degree course, across all campuses. The aim of Peer Mentoring is to enable all students to make a smooth transition to their programme of study, successfully integrating into University life. The mentoring scheme takes place over the first semester. Through direct access to the advice and support of a more experienced peer, new students are supported academically, socially and culturally.

Peer Mentors are all volunteers and are usually students in Stage 2 or 3 of the same degree programme. Peer Mentors will receive training before starting their role. A Staff Coordinator for each School is available for help and advice throughout the year. Peer Mentoring begins by mentors contacting their mentees before the start of their programme, with an initial meeting taking place during the Induction period. Mentors will then arrange further meetings throughout the first semester.

Peer Mentoring is valued by the University and in order to recognise the hard work of Peer Mentors, a Thank You event is held in November/December where prizes are awarded to the best Peer Mentor in each Faculty. Nominations for these awards come directly from their mentees. There is also an award for Staff Coordinator of the year as nominated by the Peer Mentors.

Further information about Peer Mentoring for Mentees and Peer Mentors can be found at:
https://www.ncl.ac.uk/library/services/peer-mentoring/

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

Other Sources of Support

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

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

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

Student Services (King's Gate)

King's Gate building provides access to many student services you may need, in one place.

Our main Student Services Desk is on **Level 2** and is your first point of contact for any questions or information about Academic Support, Accommodation, Fees/Funding/Finance, Health/Wellbeing, Exchange/Study Abroad and Visa Support.

The Careers Service is on **Level 1**, and will help you with areas such as placements, internships, on-campus jobs, the ncl+ award, finding a graduate role, getting advice on your CV or job applications, and seeking guidance on what to do when you graduate.

Both online and face to face appointments are available. Check the Student Services website for further information and online booking: https://my.ncl.ac.uk/students/kingsgate

Student Advice Centre

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

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

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

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

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

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

Section D: What to do if things go wrong

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

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

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

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

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

Personal Extenuating Circumstances

Students who believe that their study and ability to complete assessments has been adversely affected by significant unforeseen and unavoidable personal extenuating circumstances should advise their School by completing the online Personal Extenuating Circumstances (PEC) Form via S3P as close as possible to the time that the problem arose and in advance of any imposed School deadline, so that appropriate adjustments can be considered.

Students are advised to carefully read the Guidance for Submission of Personal Extenuating Circumstances which can be found on the Student Progress Webpages at https://www.ncl.ac.uk/students/progress/Regulations/Procedures/change/PEC.htm before submitting a PEC application.

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

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

- an extension to the hand-in date for a piece of work
- an exemption for a minor item of course work
- a deferral of the assessment to the next normal occasion – generally a deferral to August
- a deferral of the assessment to a later normal occasion
- permission to set aside (ignore) attempts at assessments
- permission to sit an extraordinary examination – i.e. setting an examination at an unusual time

- permission to repeat tuition in residence
- permission to proceed to the next Stage carrying fails
- permission to repeat a period of tuition, setting aside previous attempts (e.g. re-doing a Stage or semester as if for the first time)

And, where the above adjustment are not appropriate or could further exacerbate the situation for the student

- recommending support for discretion at the Board of Examiners – e.g. potentially allowing you to pass the Stage despite having failed a core module; allowing you to pass a module by discretion; altering your degree classification where there is evidence to support this decision.

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

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

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

Requests for adjustments that relate to the following, are not normally accepted as the basis of a PEC application:
   i. Instances where an appropriate adjustment has already been made
   ii. Retrospective report of illness or other extenuating circumstances, without good reason
   iii. Ongoing medical conditions/disabilities including learning disabilities, or mental health conditions for which the student is already receiving reasonable adjustments via a Student Support Plan (SSP)
   iv. Transport problems, excepting those where it can be shown that adequate time had been allowed
   v. Unspecified anxiety or examination stress
   vi. Minor infection such as coughs, colds, headaches or hay fever, unless supported by specific medical evidence
   vii. Distress relating to a family pet
   viii. Holidays, house moves, sporting or other social commitments
   ix. Known employment or financial responsibilities
   x. Problems with personal computers, printers or other technology
   xi. Where the circumstances could have been avoided, particularly due to poor time management.

Personal Extenuating Circumstance (PEC) Policy and Procedure - https://www.ncl.ac.uk/students/progress/Regulations/Procedures/change/PEC.htm

Change of Circumstances (Transfer, Suspend Studies or Withdraw)

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

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

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

More information on the relevant procedures and the forms you may need to fill in is available here: https://www.ncl.ac.uk/students/progress/Regulations/Procedures/change/

Your personal tutor should be able to help you to complete these forms if necessary.

Complaints and Appeals

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

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

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

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

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

a) Grounds for academic appeal following Board of Examiners Decisions:
- Personal Extenuating Circumstances (PEC) that you were unable to disclose in advance of the Board of Examiners meeting via a Personal Extenuating Circumstances (PEC) application, or were unable to provide evidence for at that time, or of which you were previously unaware
- Procedural irregularity on the part of the examiners
- Bias or prejudice on the part of an examiner or examiners.
- That the decision reached was perverse in that it was one which no reasonable person or body could have reached on the available evidence.

b) Grounds for academic appeal following PEC Committee Decisions:
- Procedural irregularity or other error on the part of the PEC Committee
- Bias or prejudice on the part of the PEC Committee.
- That the decision reached was perverse in that it was one which no reasonable person or body could have reached on the available evidence.

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

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

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

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

Section E: Assessment and Feedback

Coursework Submission

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

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

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

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

Plagiarism

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

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

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

Late Submission of Assessed Work

The University has a set policy for late submissions, so you should be careful to submit all assessments well in advance of the deadline. If work is submitted within seven calendar days of the deadline, it will be capped at the pass mark (40 for undergraduate modules coded for example MAS1XXX, MAS2XXX or MAS3XXX and 50 for Stage 4 modules coded for example MAS8XXX). If you submit a piece of work more than seven days after the deadline, it will receive a mark of zero.

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

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

If you have a valid reason for submitting your work late (e.g. illness), you should submit a PEC form; there is more information on this form earlier in the handbook (page 16). Computer failures and transportation problems are not considered a legitimate excuse for late submission (unless IT Services has confirmed a University-wide computer failure).

For a substantial project submission (constituting more than 5% of a module's assessment) and for other substantial pieces of coursework (in which a single submission constitutes more than 10% of a module's assessment) it is possible to request a deadline extension if you have a very serious reason for not being able to meet the deadline. You will need to submit a PEC form.

For much of the coursework in MAS modules, however, it is not possible to extend submission deadlines. If you submit late work or are unable to submit at all, no credit will be given for the work, but it can be "discounted" if the PEC Committee so decides; you will need to submit a PEC form. This is only offered if you have a very compelling reason for late or non-submission. Discounting means that the assignment will be excluded from the calculation of the coursework mark for that module.

Examinations

University exam period dates are available on the Examinations and Awards web pages (https://www.ncl.ac.uk/exams/exam-dates/). Please note that examinations can be scheduled on Saturdays during the main periods. You are expected to be available for examination at the University during all of the main periods.

The University publishes a provisional exam timetable around 8-10 weeks in advance, so that you can check there are no clashes between your modules. A final exam timetable is then published around 6-8 weeks before the exam period. It is your responsibility to check the dates, times and locations of your exams carefully on your timetable.

Prior to your exams you must also read and understand the Exam Rules and Guidance. This provides instructions for what to do before, during and after the exam and details what you can and cannot take into an exam: http://www.ncl.ac.uk/exams/rules

The University has a calculator policy for examinations. Students can only use calculators from the Casio FX-83, Casio FX-85 and Casio FX-115 ranges. No other model of calculator is permitted.

When you are revising for your exams, you will almost certainly find it helpful to obtain copies of recent examination papers; these will be made available by module leaders. Sample papers should be provided by the module leader for new modules.

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

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

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

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

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

If you wish to receive individual feedback following publication of your examination marks:
- You may ask for feedback by completing the feedback request form. Details of how to access the form will be given when marks are returned. Requests for individual feedback should be made during the week following release of the examination marks. The School is not able to accept later requests
- No remarking of scripts is possible during this feedback process

Marking Criteria

All undergraduate work is marked on a scale ranging from 0 to 100. This is fully explained in the SAgE Faculty Marking Criteria document which can be found at Appendix Two.

Marking and Moderation Processes

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

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

All marks that are returned to you are provisional and subject to review and potential moderation prior to the final Board of Examiner meeting. Each taught programme of study (undergraduate and postgraduate) has a Board of Examiners (BoE) which is responsible for decisions about the outcomes

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

The University has a policy on Moderation processes, available here:
https://www.ncl.ac.uk/ltds/assets/documents/qsh-assmt-modscal-pol.pdf

How Assessment Affects Your Progress

Your progress within your programme depends on your assessment marks, as explained in your degree programme regulations. The simplest way to proceed from one Stage to another is to pass all credits in a given Stage. Should you fail any number of modules, you are allowed the opportunity to re-sit these in August. (Re-sits are normally held in August, though students may choose to take a year out from the University and re-sit at the next normal sitting during the academic year.)

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 that assessments are fair for all students, and it has established a procedure for dealing with situations in which one student uses improper means to 'get ahead' on an assessment. These situations are called assessment irregularities, and they may include (but are not limited to), the following:

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

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

More generally, at Newcastle we value high standards of academic conduct. Conduct is an important part of maintaining and developing our reputation. Good academic conduct reflects the values which underpin academic life, such as honesty, integrity, a shared community of ideas and respect for others' work. The Academic Skills Kit (https://internal.ncl.ac.uk/ask/) provides a range of resources which may help with academic writing. There is also information on appropriate style and referencing guides here: http://libguides.ncl.ac.uk/referencing .

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

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

The Student Disciplinary Procedure will apply to any student who is alleged to have breached the University's code of conduct. More information is available here: https://www.ncl.ac.uk/students/progress/Regulations/Procedures/disciplinary/
 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, sexual misconduct, harassment, hate crime, criminal offences, etc.)

Recognition of Prior Learning and Credit Transfer

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

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

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

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

Section F: Student Representation and Feedback

Overview

The University values your opinion very highly, we want to know when things are going well and when you think things can be improved. There are a number of ways that you can provide feedback, including Stage evaluations (surveys), student participation on committees and through your programme or School student representatives. It's important that you take surveys and opportunities seriously and give your honest opinion. It is also important that you provide specific examples of what's going well or not so well as this helps us know what we need to respond to, do more of etc. You should always be respectful in the comments that you provide, considering the issues or successes rather than criticism of individuals.

Student representation is a key part of how the University engages with students. The Student Representation Policy (jointly owned by the University and the Students' Union) aims to ensure that every student is represented in institutional decision-making processes and that every student can contribute to the enhancement of their programme and learning experience.

Further information regarding Student-Staff Committees and Student Representation roles can be found via the following link https://www.ncl.ac.uk/ltds/student/representation/.

Stage Evaluations

At the end of each semester, you will be asked to complete an evaluation . These evaluations are used to find out about your experiences, assess the positive features of your programme, and identify anything that could be improved in the future. You will be asked questions about aspects of your experience including library and electronic resources, assessment and feedback across the programme, personal tutoring, student representation, etc.

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

You will also be given opportunity to feedback on your modules at the end of the semester during Stage evaluations. You may also be given opportunity during the module delivery to offer feedback. Please look out for these opportunities.

More information about evaluations is available here
https://www.ncl.ac.uk/ltds/student/yousaidwelistened/

National Surveys

The University participates in national student opinion surveys: National Student Survey, Postgraduate Taught Experience Survey and Postgraduate Research Experience Survey.

National Student Survey (NSS) - The NSS contributes to public accountability, helps inform the choices of prospective students, and provides data that allows informed decisions to be made which will enhance the undergraduate student educational experience. The NSS typically runs from February through to April annually. It includes all full-time and part-time UK, EU, and international *final year undergraduate students* studying at Newcastle main campus and Newcastle University

London (NUL), including eLearning students based in the UK. The NSS excludes incoming and exchange students. See https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/ for more information.

Postgraduate Taught Experience Survey (PTES) - The PTES explores postgraduate taught student educational experiences in learning and teaching, skills development, organisation, resources, and engagement with the programme. The PTES typically runs from mid-April through to mid-June annually. It includes all full-time and most part-time UK, EU, and international *postgraduate taught students* studying a programme of at least 60 credits, the greater part of which is at Masters level, including eLearning students. The PTES excludes students who are studying a single module only, such as Continuing Professional Development and occasional students. This population should include study abroad and exchange students. Also see: https://www.advance-he.ac.uk/reports-publications-and-resources/postgraduate-taught-experience-survey-ptes.
This survey is similar to the NSS, but for postgraduate taught students.

Postgraduate Research Experience Survey (PRES) – The PRES gathers information about the experience of research students, focusing on students' experiences of supervision, resources, research community, progress and assessment, and skills and professional development. It also considers students' motivations for taking their programme. The PRES runs every odd ending year e.g., 2019, 2021, typically in the spring (mid-March to mid-June). It includes all full-time and part-time UK, EU, and international *postgraduate research students*. See https://www.advance-he.ac.uk/reports-publications-and-resources/postgraduate-research-experience-survey-pres#reports.
This is similar to the NSS, but for postgraduate research students.

Official invitations from the University asking you to participate in national surveys will be sent to you from studentsurveys@ncl.ac.uk.

Academic Student Representation

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

There are four different Academic Student Rep roles at Newcastle University.

- **Course Reps** are elected by their peers and will attend their **Student-Staff Committee (SSC)** on their behalf
- The SSC is led by a **Student Chair** and usually has a **Student Secretary**. All students are able to contribute to their SSC's agenda – just tell your Course Rep what you think should be discussed! The Student Chair and Student Secretary are also asked to attend the **Board of Studies**, which oversees teaching activities in the School
- **School Reps** are appointed by the Students' Union to represent their School at the **Faculty Education Committee (FEC).** They will gather student opinion from across your School by working with the Student Chairs and Student Secretaries of your SSCs and will present any key student topics at FEC. They will also feedback to SSCs any new key initiatives from the University and Faculty that will affect students across the School

The Students' Union provides training and support for Course Reps, Student Chairs and Secretaries, and School Reps. They also run Hall and Community Rep schemes. More information about all the student representation roles is available on the Students' Union website:
https://www.nusu.co.uk/yourvoice/reps/

Section G: Ensuring the Quality of Your Degree

Mechanisms for 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 standard. The key mechanisms are described below:

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

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

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

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

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

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

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

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

Section H: Resources

University Library

The University Library Service provides access to a wide range of resources, services and study spaces as well as professional expertise to help you to be successful in your studies and research. It has over 0.8 million books, subscribes to over 50,000 journals and provides access to more than 0.5 million e-books. The Philip Robinson Library also houses the Special Collections (https://www.ncl.ac.uk/library/special-collections/) which are made up of rare and historic books, unique archives, manuscripts, maps and illustrations.

Library Search (https://libsearch.ncl.ac.uk) can be used to locate books, journal articles and a lot more information using a single search. The Library's Subject Guides (http://www.ncl.ac.uk/library/subject-support/) bring together tailored, subject-specific information, resources and databases and are the best place to start your exploration of the Library's resources for your specific discipline. Online subject guides have been published to bring together all the key resources for your subject together with a variety of guides on topics such as referencing. These are available at: http://www.ncl.ac.uk/library/subject-support.

Online Library help is available 24/7 at http://libhelp.ncl.ac.uk/. Staff can help you to find the information you need as well as help you improve your academic and research skills. Where more in depth assistance is required one to one consultancy appointments can be made with one of our Liaison Team.

Our four library buildings have a range of study and research spaces including group and individual study rooms. Wi-Fi is also available so you can use your own devices. Availability of study space and opening hours of each library can be checked via our website https://ncl.ac.uk/library/.

Academic Skills Kit (ASK)

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

Writing Development Centre

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

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

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

We offer **one to one tutorials** (now online for 2020/21) based in the Writing Development Centre which focus in depth on a specific issue you want to work on. Tutorials with us are centred on your individual academic development and are non-judgmental, supportive and strictly confidential. Appointments should be made online via our website. We also run a range of other activities throughout the academic year on core academic skills topics, and are invited by Schools and Faculties to offer subject-specific activities and resources as part of degree courses. We also maintain a range of **online resources** on academic skills and writing on the ASK-website.

To find out more or book an appointment please see our website
https://www.ncl.ac.uk/library/subject-support/wdc/

INTO Newcastle In-Sessional English

The INTO Newcastle In-Sessional team can provide information on:

- Free academic English classes for Newcastle students whose first language is not English
- ⬜The support ranges between lecture-style and workshop-format, covering reading, writing, listening and speaking. There are also one-to-one writing tutorials, where you can meet a teacher for 25 minutes to discuss an assignment you are working on.

The In-Sessional 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.

IT Facilities

There are facilities available at School, Faculty and University level, and you can use this link to find available computers on campus: http://m.ncl.ac.uk/

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

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

Careers Service

Newcastle University's award-winning Careers Service can help you make the most of your unique skills and experiences during your studies and for three years after you graduate.

Whether you want to gain experience, find graduate-level employment, start a business or work for yourself, or go on to further study or research - we offer a range of support to help you realise your potential and find your future.

Develop or grow your own business, freelance or portfolio career
If you'd like to work for yourself, our START UP team can help you. Whatever stage you're at, our expert START UP Advisers will coach you to get started or scale up your business, freelance or portfolio career. www.ncl.ac.uk/careers/startup

Advice and Information
Our Information Officers, Careers Consultants and START UP Advisers are here to offer bespoke, confidential one-to-one guidance and the information you need to explore your existing plans or generate new ideas. There's lots of information and useful resources on our website, which will give you an idea of the opportunities we can provide or point you to.

Add further skills and experience to your degree
Develop your skills and gain practical experience by taking part in extracurricular activities or undertaking work experience. https://www.ncl.ac.uk/careers/awards/

You'll find paid work experience opportunities and internships on our website using My Career and staff can help you find more specific roles. https://www.ncl.ac.uk/careers/workexperience/

We also run JobsOC, an on-campus recruitment agency offering casual jobs across the University. https://mycareer.ncl.ac.uk/home.html

Graduate with the expertise to get ahead
We have a range of modules you can take to help you gain valuable skills and experience. Designed to help you add to your degree, our modules are completed during term-time over your academic year. Take a look at our modules

Undertaking a placement year through the Careers Service? You can also get academic credit: find out more about the **Careers Service Placement Year Module**.

Meet employers
Networking with employers can give you a head start when it comes to landing a job or developing your business idea. You can find out more about these on our events page.

Find full-time graduate vacancies
Regional, national and international based employers regularly host presentations and attend recruitment fairs. This is your chance to meet them face-to-face or online and find out more about their placement opportunities and graduate jobs.

Check out My Career for the latest events and graduate vacancies

Make successful applications
We run workshops throughout the year which cover all aspects of applying for jobs, from writing your CV to participating in assessment centres.

You can also get personal advice and feedback on your CV, job and further study application forms, covering letters, interviews and business-related applications, on any weekday which can be accessed via My Career.

Health and Safety

The University has a duty to keep you healthy and safe whilst you are studying with us. The Occupational Health and Safety Service (OHSS) is a central support service which helps Schools and Institutes to manage health and safety.

The University has a Health and Safety policy as does each School or Institute. These provide important information on how health and safety is managed and consist of three sections:

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

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

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

- Biological Safety Supervisor;
- Radiation protection supervisor;
- Fire marshal and fire wardens;
- First aiders;
- Display screen equipment assessors.

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

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

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

In the case of discovering a fire or on hearing the fire alarm please follow these instructions.

For other emergencies please contact the staff member in charge of the area or the Security team 24 hours a day on 0191 208 6666 or for non-emergencies on 0191 208 6817 or security@ncl.ac.uk

If you see any physical defects on campus these can be reported to the Estates Support Service helpdesk on 0191 208 7171 or ess-helpdesk@ncl.ac.uk

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

Chaplaincy
The Chaplaincy is a team of chaplains working together, appointed by faith communities, recognised by the University and affiliated with the Student Wellbeing Service. The Chaplaincy is committed to working with students and staff of different faiths (and those of no faith) and to making the University a place of religious tolerance and respect.
Location: Agriculture Building
Telephone: 0191 208 6341
Email: chaplaincy@ncl.ac.uk
Website: https://www.ncl.ac.uk/wellbeing/supportservices/faithandspiritualitysupport/#covid-19support

International Office
The International Office provides information and advice on:
- Newcastle programmes and how to apply
- English language requirements
- The equivalence of overseas qualifications
- Erasmus/Study Abroad information
- Finance and Funding.
It also provides an orientation welcome programme and airport collection service.
Location: King's Gate
Telephone: 0191 208 3333
Website: http://www.ncl.ac.uk/international/

Language Resource Centre
The Language Resource Centre provides materials and facilities for the research, learning, teaching and practise of over 50 foreign languages and is available to all students and staff of the University.
Location: Old Library Building
Opening hours: Mon – Thurs (9am - 7.15pm) Fri (9am – 4.45pm)
                    Sat: Closed (apart from 25 April – 30 May, 10am – 4pm)
Telephone: 0191 208 7490
Email: language.resource@ncl.ac.uk
Website: http://www.ncl.ac.uk/language-resource-centre/

Nightline
Nightline is the confidential listening and information service run for students by students.
Telephone: 0191 261 2905 (8 p.m. to 8 a.m.)
Website: https://www.nusu.co.uk/support/nightline/

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

Newcastle University IT Service (NUIT) – The University's Central Computing Service
NUIT looks after the University IT services that support your learning, teaching and research.
Visit www.ncl.ac.uk/itservice

Get Started with IT
Before you begin your programme, you'll receive your username and password. You'll use these to access most University IT Services and campus WiFi. It's a good idea to register for Self-service Password Resets.

Every student has a Newcastle University email account for official University emails. Log in at office365.ncl.ac.uk. To set up email on your mobile, laptop or tablet visit go.ncl.ac.uk/itservice/email

Your 'Documents' folder (H: drive) is a secure place to save your work, it's accessible from any University PC or off-campus via filr.ncl.ac.uk. You also have 5TB of personal file storage in Microsoft OneDrive; download the app or access your files online at office365.ncl.ac.uk

Newcastle University App
The Newcastle University app is a great way to manage your student life, you'll also use it to create your digital University Smartcard. The app features your timetable, find a PC on campus, manage your library and print accounts and contact your tutor. It's free to download.

University WiFi
WiFi is widely available across campus and University-owned Halls. Select the newcastle-university network and enter your username and password to connect. See go.ncl.ac.uk/itservice/connect

University PCs
Computers can be found in cluster rooms across campus, they feature a wide range of software. The Newcastle University app can help you find a cluster with available PCs. See go.ncl.ac.uk/itservice/clusters

Printing and Photocopying
Printers can be found in all PC cluster rooms and photocopying is available in the University Libraries. You can print to cluster room printers from your device at nuprint.ncl.ac.uk. Every student is given a free allocation of print and copy credit at the start of the academic year. You can check your print funds or buy more credits at printing.ncl.ac.uk or visit the Philip Robinson Library.

Using Your PC
If you're away from campus, you can access your files and some University software at ras.ncl.ac.uk. If you're unable to access a cluster, the Student Windows Virtual Desktop also gives access to popular University software and OneDrive, via your PC or tablet. See go.ncl.ac.uk/itservice/wvd
Software is available for your PC at no personal cost or a reduced price, including Microsoft Office 365 Pro Plus. See what's available at go.ncl.ac.uk/itservice/studentsoftware

Canvas
Canvas is the Virtual Learning Environment at Newcastle, used to deliver teaching and support your learning. For 24/7 access to reading lists, modules and handouts, log in at canvas.ncl.ac.uk

IT Support
Log a request for IT support online at nuservice.ncl.ac.uk or call the IT Service Desk on 0191 208 5999. If you're on campus, visit us in the Old Library cluster or the Philip Robinson Library.

Appendix One
Information for Stage 1 Students

Introduction
A note from the Senior Tutor (email: David.Walshaw@ncl.ac.uk)

Welcome to Newcastle University. Whether you are present with us in the city, or temporarily based elsewhere, we are here to help you get off to the very best start possible in the difficult and unusual circumstances in which we all find ourselves at the start of the academic year 2020/2021.

I am the Senior Tutor, and will be happy to offer advice and help on any aspects of module choice, examinations and assessment, and other problems related to your progress and welfare. The Transition Officer, Kate Henderson **(email: Kate.Henderson2@ncl.ac.uk**) will also be more than happy to speak to you about any concerns you may have, whether personal or academic. Her role is to help students cope with the transition from school to university. In addition, all students will also be assigned a personal tutor, i.e. a member of academic staff who is their first point of contact when issues arise relating to the academic side of University life.

The Mathematics, Statistics and Physics School Office (**email: maths.physics@ncl.ac.uk**), or your personal tutor, will be your first points of contact if you experience difficulty, or need advice. The Degree Programme Directors will be another important point of contact, but I hope and expect all of your teaching and support staff to be helpful and accessible. This year of course, at least for Semester 1 (September 2020 to January 2021) and possibly beyond, the primary means for you to make initial contact will be email, and the primary means of `meeting' will be virtual, using an app such as Zoom or Teams. The University will endeavour to offer as much Present in Person (**PiP**) contact as is reasonably possible, both for your learning and for personal tutor meetings, but this will of course be limited by the changing circumstances, and you will be kept informed.

At this point I would normally have pointed out that leaving home and coming to university can be a rather strange and sometimes daunting experience. This year however, we have all had to get used to the fact that everything is strange and daunting! The School of Mathematics, Statistics and Physics (**MSP**) is doing everything possible to make things easier. However, the local restrictions currently in place, preventing social contact with people outside of your own household, make this year's experience for new students especially challenging. It is vital that you behave according to the laws and restrictions in place at any given time, but this will mean it is more important than ever to avoid the potential problems of isolation. Please make sure you keep remote contacts going with friends, family and people on your course, using all the digital resources available. Please take the time to read all the information sent to you by MSP, the University, and Newcastle University Students Union. And please seek help if you need it! If at any point you have concerns that go beyond your course of study, the University offers wellbeing support (**email: wellbeingconsultancy@ncl.ac.uk**) who will respond quickly, and other resources which can be found on the website at http://www.ncl.ac.uk/wellbeing .

For your first year at university things will seem very strange and, sometimes rather daunting at first. Many people feel homesick during the first term and sometimes wonder if university life is right for them. Such doubts are likely to even be more common this year. It is important to recognise that such feelings *are* common, you are not the only one who is feeling this way. There will be many of your colleagues having their own anxieties (even if sometimes these do not show!)

A most important aspect to recognise straight away is that this is not school. At university you will be treated as an adult and it is assumed that you take responsibility for your progress through the course. Apart from a few special circumstances you will not be set much work by the staff and you

will not be forced to learn. The work of the course is quite rightly challenging, both in terms of the level and quantity of the material. This is because it is a worthwhile course, preparing you for a life where you can exercise the skills and understanding required for a professional career. The training, and more importantly the *self-training*, you gain during your time at University will be invaluable. As no-one is pushing you, it is easy to miss at the start of the course just how much work is to be done. It is vitally important that you keep on top of your tasks and do not let them build up. Get assignments and reports completed quickly. Go over your lecture notes soon after you have taken them. If you do not understand them get help. The best help usually comes through discussion with others on the course. However, the lecturers will be happy to help with explanations, and suggestions of additional reading etc. Please make use of drop-in sessions and the lecturers 'office hours', whether these are virtual or in person. I find that the personal time offered by course lecturers is one of the most *underused* resources by students, despite it probably being potentially *the* most useful resource. Take advantage of it! Solve problems as they arise, do not push them into the background and hope they will go away - they will not. If you don't know how to solve a problem, tell us. We are very approachable!

While the previous paragraph is probably the most important one here (read it again!), it is important to restate that this coming year is special. We are all finding our way, but our top priority is to provide a supporting environment for you to be able to take an adult and responsible approach to your learning, and to university life as a whole.

This handbook has been prepared with the aim of giving you all the information you need to know about this year's work. You should read and regularly refer to these documents, as they will help you understand how the University works and inform you of policies relating to your course of study. Please ensure that you attend all the virtual meetings timetabled in the induction period (Monday 28 September to Friday 16 October). Teaching starts on Monday 19 October.

During the induction period I hope to meet with you all (virtually!) and wish you a warm welcome.

Dr David Walshaw
Senior Tutor

Induction

Your first few weeks at University will be dedicated to induction events which will ensure you receive all the necessary information you will need to study successfully at Newcastle University. You will receive general information about the programme and modules you will take and the facilities available to you and you will also be given the opportunity to meet with your Degree Programme Director and Personal Tutor.

By the end of Induction you should have:

- Registered fully on the Student Self-Service Portal (S3P)
- Been issued with a University SMART card
- Attended all the sessions on your Induction timetable

Things You Are Expected To Do

The list below is an essential guide to what you must do, as a bare minimum, to ensure adequate progress through Stage 1 of your degree programme.

- Attend all lectures and practical classes. Experience shows that students who do not attend often perform poorly in exams. Your attendance at timetabled sessions will be monitored
- Attend all tutorials classes and make good use of them. This is the time you can help to clear up any misunderstandings you may have about parts of the programme
- Keep up to date by attempting all the tutorial examples on each tutorial sheet
- Take good notes - for example, write down the key points on what lecturers say as well as what is written on the board
- Hand in all assignments and coursework on time
- See your tutor regularly
- Report all difficulties which affect your performance to your tutor
- Read, and be familiar with, this Handbook
- Complete a Student Notification of Absence form via the S3P system (s3p.ncl.ac.uk/login/index.aspx) if you are absent from any course element for any reason and attach evidence where appropriate
- In the event of any circumstance (e.g. health or family) which will have affected your ability to study, submit coursework or your examination performance, you should complete a Personal Extenuating Circumstances (PEC) form
- Check your University e-mail account regularly
- Update any change in your local or home address on the S3P system (s3p.ncl.ac.uk/login/index.aspx) immediately
- You should use the student timetables website (www.ncl.ac.uk/timetable) to access your timetable as well as information on how to read it, find your way around campus, locate teaching rooms and buildings, and link your timetable to your smartphone.

Stage One Modules

BSc (Hons) in Mathematics – G100
BSc (Hons) in Mathematics and Statistics – GG13
BSc (Hons) in Statistics – G300
MMath (Hons) in Mathematics – G103
MMath (Hons) in Mathematics and Statistics – GGC3

All Stage One modules are compulsory

Semester One

Module Code	Title	Credit Value
MAS1605	Introduction to Calculus	20
MAS1606	Introductory Algebra	20
MAS1701	Logic, Sets and Counting	10
MAS1803	Problem Solving with Python	10

Semester Two

Module Code	Title	Credit Value
MAS1607	Multivariable Calculus and Differential Equations	20
MAS1608	Introduction to Probability and R	20
MAS1702	Number Systems	10
MAS1902	Dynamics	10

BSc (Hons) in Mathematics with Finance – G1N3:

All Stage One modules are compulsory

Semester One

Module Code	Title	Credit Value
ACC1010	Introduction to Financial Accounting	10
ACC1011	Introduction to Management Accounting and Finance	10
MAS1605	Introduction to Calculus	20
MAS1606	Introductory Algebra	20

Semester Two

Module Code	Title	Credit Value
ACC1010	Introduction to Financial Accounting	10
ACC1011	Introduction to Management Accounting and Finance	10
MAS1607	Multivariable Calculus and Differential Equations	20
MAS1608	Introduction to Probability and R	20

BSc (Hons) in Mathematics with Business – G1N4

All Stage One modules are compulsory

Semester One

Module Code	Title	Credit Value
ACC1000	Introduction to Non-Specialist Accounting and Finance	10
BUS1001	Introduction to Management and Organisation	10
MAS1605	Introduction to Calculus	20
MAS1606	Introductory Algebra	20

Semester Two

Module Code	Title	Credit Value
ACC1000	Introduction to Non-Specialist Accounting and Finance	10
BUS1001	Introduction to Management and Organisation	10
MAS1607	Multivariable Calculus and Differential Equations	20
MAS1608	Introduction to Probability and R	20

BSc (Hons) in Mathematics and Accounting – NG41

All Stage One modules are compulsory

Semester One

Module Code	Title	Credit Value
ACC1010	Introduction to Financial Accounting	10
ACC1011	Introduction to Management Accounting and Finance	10
MAS1605	Introduction to Calculus	20
MAS1606	Introductory Algebra	20

Semester Two

Module Code	Title	Credit Value
ACC1010	Introduction to Financial Accounting	10
ACC1011	Introduction to Management Accounting and Finance	10
MAS1607	Multivariable Calculus and Differential Equations	20
MAS1608	Introduction to Probability and R	20

BSc (Hons) in Mathematics and Economics – GL11

All Stage One modules are compulsory

Semester One

Module Code	Title	Credit Value
ECO1002	Economic Analysis	10
ECO1018	Economic Applications	10
MAS1605	Introduction to Calculus	20
MAS1606	Introductory Algebra	20

Semester Two

Module Code	Title	Credit Value
ECO1002	Economic Analysis	10
ECO1018	Economic Applications	10
MAS1607	Multivariable Calculus and Differential Equations	20
MAS1608	Introduction to Probability and R	20

Detailed descriptions of these modules including assessment information can be found in the module catalogue at www.ncl.ac.uk/module-catalogue/

Good Study Practices

Study Skills

You will soon notice that University programmes tend not to teach but to guide you through a self-learning experience. This may be very different from your previous education at school or college. It is your personal responsibility to pursue your studies, identify your difficulties and approach teaching staff to remedy them. Do not expect members of teaching staff always to check on your progress. You are expected, as mature adults, to monitor this yourself.

Your Tutor will always be happy to discuss study skills and self-learning techniques with you, but there are plenty of books about this available in the Robinson Library which you may find helpful. For up-to-date information and links to other resources within the University follow the links from the Library Home Page www.ncl.ac.uk/library/

Personal Time Management

A full-time undergraduate student will be studying 120 credits each of 100 hours total (i.e. taught hours plus private study time) over an academic year (including assessments). You should therefore expect to:

- Spend approximately 40 hours per week in timetabled classes and private study throughout term-time, which will necessitate some evening and weekend work
- Spend part of the Christmas and Easter vacations in private study (including preparing set assignments for submission)

Mere attendance at timetabled classes (though compulsory) will not be sufficient to pass your assessments. Outside timetabled contact hours you should expect to invest a significant amount of time in personally timetabled private study.

Students may use the Penthouse at the top of the Herschel Building for private study purposes; students with mobility issues can be given access to the Fourth Floor Reading Room upon request.

Keeping Lecture and Revision Notes

Studying at university is a different approach to study as it requires analysis, synthesis and experience. This means that university students must develop the important skills of both recording and organising notes, handouts and other information. With some lectures, it is usually quite obvious what notes to take during the class, but you should also ensure that, in addition to the detail recorded, you are aware of the structure of the material. With descriptive subjects or in tutorial classes or in practical sessions it is sometimes more difficult to decide what to record and if you are in any doubt, consult your lecturers or tutors about this. With all subjects you are expected to supplement your class notes with additional notes made from textbooks or reference material consulted in the library. Remember that simply photocopying something (e.g., a worked solution to a tutorial example) does not mean that you have learned and understood it. It is often more cost effective to read and make your own notes!

You should organise your notes (lecture or class notes plus your own additional notes) systematically, keeping each module in a separate folder or file in sequence. It is very important to do this on a continuous basis, because there is no time between the last classes and final assessments in which to do this and revise.

Appendix Two – SAgE Faculty Marking Criteria

Criterion	Mark range							
	0-24	25-34	35-39	40-49	50-59	60-69	70-79	80-100
Knowledge and understanding: accuracy, completeness and relevance	Contains very little material addressing the topic. Incomplete and/or incoherent.	Some relevant material, but generally superficial; does not adequately address learning outcomes. Contains substantial errors and/or omissions.	Contains sufficient relevant accurate material to show evidence of partial attainment of learning outcomes but contains substantial errors and/or omissions.	Contains sufficient relevant accurate material to show evidence of attainment of learning outcomes. May contain significant errors and/or omissions.	Mainly relevant and accurate. Includes a substantial portion of the expected material with appropriate detail. There may be some errors and/or omissions.	Relevant and accurate with few errors and/or omissions Includes most of the expected material in detail and goes beyond taught material.	Coverage of topic is thorough; almost all relevant and accurate, and substantively beyond taught material.	Comprehensive and precise; substantially enhanced by material beyond that which has been taught.
Use of evidence	Little or no appropriate use of evidence.	Very little use of evidence to form arguments; likely to lack conclusions.	Little successful use of evidence to form arguments; conclusions very weak.	Some successful use of evidence to form arguments, with weak conclusions.	Uses evidence to form arguments, but conclusions may not be consistently convincing.	Sound logical analysis of evidence to form arguments and draw convincing conclusions.	Well-organised and reasoned evaluation of diverse evidence is used to draw convincing independent conclusions.	Thorough, well organised and reasoned evaluation of complex and/or diverse evidence is used to draw strong, independent, convincing conclusions.
Problem investigation and solving	Does not show ability to investigate problems.	Shows very little ability to investigate problems.	Shows little ability to investigate problems.	Shows some ability to investigate problems.	Shows ability to investigate problems but approach may not be fully thought through.	Shows ability to investigate problems with a well-thought-out approach.	Shows ability to investigate problems with a well-thought -out approach and produce novel solutions.	Shows ability to investigate problems with a well-thought-out, innovative approach and produce novel solutions.
Application of Concepts	Does not show awareness of concepts.	Shows very little awareness of and ability to apply concepts.	Shows little ability to apply concepts.	Shows some ability to apply concepts derived from taught material in familiar situations	Applies concepts derived from taught material largely appropriately in familiar situations.	Applies concepts largely appropriately in familiar and unfamiliar situations.	Applies concepts appropriately and with originality in unfamiliar situations.	Applies concepts effectively and with originality in unfamiliar situations to create a new application.