Welcome to Newcastle University. We look forward to getting to know you and we wish you every success in your studies.

(Professor Adam Harvey, Acting Head of School, Newcastle)
(Dr Mark Willis, Degree Programme Director, Newcastle)
(Dr Tham Ming Tan, Director of Operations, Singapore)
(Professor Ian Postlethwaite, Dean, Singapore)

If you need help or have any queries do not hesitate to contact your Personal Tutor. Alternatively, the Administrative Office will always be pleased to assist you or point you in the right direction.

Administrative Office: Newcastle University Singapore
Singapore Institute of Technology
@ Ngee Ann Polytechnic
537 Clementi Road
#06-01
Singapore 599493
# CONTENTS

## Section I

1. Introduction  
   The Academic Year – 2016-2017  
2. Teaching Staff  
3. Administrative Staff  
4. Degree Programme Aims and Objectives  
5. Summer Immersion Programme  
6. Accreditation of Degrees  
7. Studying at University – What does it mean?  
8. Degree Administration and Support  
9. Attendance and Progress  
10. Student Opinion and Feedback  
11. Assessment Policy  
12. Undergraduate Examination Conventions  
13. Policy on Moderating and Scaling  
14. Criteria for the Classification of Work  
15. Degree Regulations  
16. Student Conduct and Discipline  

## Section II

17. Resources and Facilities  
18. Safety Procedure  
19. Student Wellbeing and General Guidance  

## APPENDICES

Appendix A: Student Notice of Personal Extenuating Circumstances (PEC form)  
Appendix B: Introduction to the Library Facilities at Newcastle University
1. INTRODUCTION

Newcastle University was established in 1834. Newcastle is one of the UK’s top twenty research institutions, and is a member of the prestigious Russell Group. In the UK, the University has a city centre campus in Newcastle upon Tyne in the North East of England. In Singapore, the Chemical Engineering degree programme is based at the Singapore Institute of Technology@NP.

To all our new students, a very warm welcome to Newcastle University.

Chemical Engineering at Newcastle, was founded in 1954 with 2004 seeing our 50th Anniversary celebrations and the naming of the £1.65M Responsive Processing Laboratories the “Coulson Laboratory” in honour of John Coulson’s contributions to Chemical Engineering at Newcastle where he was the first Head of the Department of Chemical Engineering. In August 2002, as part of University-wide restructuring, the old Department of Chemical and Process Engineering was reorganised into a new School of Chemical Engineering and Advanced Materials which in turn forms part of the Faculty of Science, Agriculture and Engineering (SAgE).

This is an exciting and challenging time for Chemical Engineering at Newcastle University. The last few years have seen the successful triple accreditation of our Chemical Engineering degrees and the roll-out of an improved undergraduate course. The future is built around further course developments and investments in refurbishing and renewing the School infrastructure such as the improvements in the Pilot Plant and our computer clusters completed in recent years. You are joining a School that is recognised as being at the forefront of Chemical Engineering and Advanced Materials education, training and research and where we have been assessed as being excellent for all aspects of our teaching and research.

We are known for the attention, care and friendliness that we extend to all our students. We expect you to work hard and will give you all the help that you need. Your personal tutor is your first contact if you need help or advice, however you can also approach other members of staff. Enjoy your time with us and obtain all the benefits possible from your University experience.

This Handbook aims to give you all the information you need to know about the School to enable you to gain the most benefit from the time you spend with us. Please read it as it will help you understand how the School works and inform you of School policy on a variety of topics including, for example, the handing-in of work, marking schemes and deadlines. It should form a reference document for all your academic work. It includes a section on study skills and time management since it is important that you use your time effectively and develop your own methods of study to secure your aims. It summarises a number of regulations and recommendations that you are strongly urged to follow. Compliance with these requirements and recommendations will not guarantee academic success, but will go a long way towards helping you to progress effectively.

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

Please note that this handbook should be read in conjunction with the SIT student handbook for the current academic year.

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

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

Semesters and Terms

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Vacation</th>
<th>Spring Term</th>
<th>Vacation</th>
<th>Summer Term</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 September 2016 – 27 January 2017</td>
<td>22 May 2017 - 16 June 2017</td>
</tr>
</tbody>
</table>

Induction Week

The week beginning 26 September 2016 is allocated for induction procedures. You will see your personal tutor, meet the teaching staff, and register as a student at Newcastle University.

Summer Resit Examinations Monday 21 August 2016 to Friday 1 September 2017.

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

Dr Tham Ming Tan, Senior Lecturer/Sub Dean & Director of Operations  
Email: ming.tham@ncl.ac.uk

Dr Paul Liu, Lecturer  
Email: paul.liu@ncl.ac.uk

Dr Cindy Lee, Lecturer  
Email: taiyeng.lee@ncl.ac.uk

Dr Ng Yuen Ling, Lecturer  
Email: yuenling.ng@ncl.ac.uk

Dr Kent Chin, Lecturer  
Email: kent.chin@ncl.ac.uk

Dr Yin Chun-Yang, Lecturer  
Email: TBA

Dr Mark Willis, Senior Lecturer/Degree Programme Director/Director of Learning and Teaching  
Email: mark.willis@ncl.ac.uk

3. **ADMINISTRATIVE STAFF**

Miss Tania Angelopoulos, Chief Operating Officer (Singapore)  
Email: tania.angelopoulos@newcastle.ac.uk

Miss Xiuqi Wu, Office Manager  
Email: Xiuqi.wu@ncl.ac.uk

Miss Charmaine Lim, Degree Programme Co-ordinator  
Email: charmaine.lim@ncl.ac.uk

4. **DEGREE PROGRAMMES: AIMS AND OBJECTIVES**

**Degree Programme Aims and Objectives**

Our aims are to produce graduates who have a coherent understanding of chemical engineering, combining a sound theoretical grasp of the subject with practical experience and an awareness of their responsibility to society and the environment. Our graduates should be capable of becoming professional chemical engineers in industry or of following a postgraduate route into a research, industrial or academic career. In order to meet these aims, our Degree programme has the following objectives:

(a) To recruit good students from a range of backgrounds.
(b) To produce graduates who have vision and the ability to address the challenges posed by society through the deployment of the skills and knowledge gained during their Degree course.
(c) To equip students with a knowledge and understanding of the subject, including the core material specified by the accrediting professional institutions, particularly the Institution of Chemical Engineers.
(d) To enable students to eventually meet the requirements of the accrediting Institutions for Chartered Membership
(e) To equip students with appropriate practical skills in information processing, data analysis, problem solving, teamwork, and communication skills.
(f) To encourage students to develop responsible attitudes towards the needs of society and the environment in the application of their engineering and economic knowledge and to ensure that they have particular regard for the importance of safety in their industrial life.
(g) To encourage students to develop appropriate attitudes towards their own future professional development.
(h) To provide an environment within the School such that students enjoy the University learning experience
sufficiently to want to maintain contact with the School in its future recruiting, teaching, research and social activities.

5. SUMMER IMMERSION PROGRAMME

Students will have the opportunity to spend four weeks in Newcastle during the summer vacation in July 2016. The purpose of the summer immersion programme is to give students the opportunity to spend time at our Newcastle campus, participating in an intensive programme of academic enhancement which aims to complement your studies in Singapore. The programme will include a tour of University facilities, guidance sessions from our award-winning Careers Service, meetings with Student Union representatives, library visits and workshops, research and professional skills sessions, and the opportunity to meet with Newcastle-based academic staff and potential project supervisors.

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

A briefing on the summer immersion programme will be held in conjunction with SIT during the Spring Term.

Further information on the summer immersion programme can be found at the following link:

Overseas Immersion Programme - School of Chemical Engineering and Advanced Materials - Newcastle University

6. ACCREDITATION OF DEGREES

All the Chemical Engineering programmes in Newcastle are accredited, not just by the Institution of Chemical Engineers (IChemE) but also the Institute of Measurement and Control (InstMC). The Chemical Engineering programme in Singapore is accredited by the Institution of Chemical Engineers (IChemE).

7. STUDYING AT UNIVERSITY - WHAT DOES THIS MEAN?

Students as well as staff have an important role to play in maintaining the quality and reputation of degrees awarded. Newcastle University’s Student Charter outlines the standards of provision that students can expect from staff, and the expectations that the University has of students in being responsible adults who are proactive and self-reliant learners. The University is committed to equal opportunities and fair practice. Students are expected to treat staff, other students and people in the community with respect and courtesy.

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

The link to accessing the student charter:

http://www.ncl.ac.uk/students/progress/assets/documents/StudentCharter.pdf

Learning and Teaching

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

Transition from Polytechnic to University studies
At University the emphasis is more on managing your own studies and having greater responsibility for your own learning. Therefore, occasionally, students may find the transition from Polytechnic to University difficult.

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

Organising your study

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

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

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

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

Learning, understanding and remembering

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

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

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

Taking notes

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

9. **Do not try to write down everything** that is said in a lecture. Distinguish key points from detail. If you get the bigger picture right, details will follow and settle more easily. Some of the detail may be readily available in a textbook, and some detail may be quoted only for illustration. Taking notes involves following the lecturer's thought and argument, and summarising points so that you can recall and revise the material (see also paragraph 8). Note-taking is not a substitute for thinking.
10. In taking lecture notes on complex aspects of a subject, do you find that you are missing important points while you are busy writing down unimportant details? If so, you are probably trying to write too much. **Concentrate on the main points**, summarising them as briefly as possible. Leave large spaces. Then go over the notes as soon as possible afterwards, and fill in the details or examples to amplify the general points.

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

**Revision from notes**

12. Lecture notes clearly need to be understood, see point 11. At the time of their creation this might have been the case but later on, when revision or learning for the first time is in earnest, comprehension problems can arise. Where clarity is lacking, there will be a need to refer to alternative material found in other students’ notes or the library, or to seek the assistance of the appropriate academic member of staff. In the latter case, it is much more beneficial, for staff and student alike, if you go to a tutorial period with relevant questions properly formulated and written out in readily readable form.

13. There is no unique best way of preparing for revision tutorials or classes. A simple procedure is to place a question mark in the margin of your notes, add to this a subscripted number (e.g. ?4), and to underline the phrase or equation causing problems, whilst also writing out (as question 4 in this case) what ‘type of difficulty you are experiencing’. This ‘difficulty’ might be related to some physical law or aspect not covered in your earlier studies, to an equation which looks wrong (dimensionally or otherwise) or is not immediately understood or derivable from an earlier statement or equation, or introduces some new or assumed knowledge from another course or subject. Whatever procedure you use or devise, the important point is to **note what you don’t understand**, and to know exactly which lines on known pages require further explanation to make the subject more readily comprehensible. This will lead to more efficient use of everyone’s time, and ensure that the real problems are addressed in such sessions.

14. Academic staff cannot always stop what they are doing to see you at the time you call or request an appointment, so **book such consultations in good time** and keep your appointments.

**Reading**

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

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

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

**Managing your time and workload**

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

**Concluding Remarks**

19. The most important points are as follows: **motivation, and the ability to organise your own time and study.**
Personal Development Planning (PDP)

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

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

8. DEGREE ADMINISTRATION AND SUPPORT

Personal Tutors

Every student is assigned to a personal tutor, who is a member of academic staff, at the beginning of the degree programme. Your tutor will oversee your academic development. All students are required to see their tutors in order to discuss their progress at the beginning of each semester and at such other times as the Degree Programme Director may require. All students are also required to provide details of an address at which they may be contacted in the final week of the assessment period.

Students should notify their tutor at the earliest opportunity of any change in their address and of any other changes in their circumstances which are material to their studies.

It is in your interest to have regular meetings with your tutor. Your tutor is there to give you general help and guidance and to provide support and advice if you have any problems. Whether these problems are academic, domestic or private, if you are unsure what to do about them, your tutor should be able to help. Whatever you discuss with your tutor will remain confidential if you so wish, although with your permission, your tutor can discuss sensitive matters anonymously on your behalf.

It is also a good idea let them know about your personal interests and enthusiasms, as this will help the tutor to get to know you better, build up a portfolio to which they can refer when providing references for jobs after graduation etc. and to develop a record of your achievements.

Tutors are often asked to provide references for their students to prospective employers and scholarship awarding bodies. Consequently, it is important that student and tutor meet regularly so that progress can be meaningfully reported, and help with personal or academic problems is made available when needed. In the event that students find their personal relationship with their tutor unhelpful, they should contact the Director of Operations, who will arrange re-assignment of the student.

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

The University's personal tutor framework can be found at the following link:

http://www.ncl.ac.uk/quilt/assets/documents/qsh-personaltutoring-fwk.pdf
Use of email

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

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

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

Degree Programme Director

The Degree Programme Director has overall responsibility for the structure and academic content of the degree, subject to approval by the Board of Studies, and for communicating general matters to students.

Degree Programme Directors have the responsibility to decide whether a student’s academic progress has been satisfactory, permitting them to proceed to the next stage of their programme, and to decide whether a student may be permitted to suspend his/her studies for a year.

Director of Operations

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

Lecturers

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

9. ATTENDANCE AND PROGRESS

It is mandatory and a formal requirement that students be in attendance until the last day of term and participate in all time-tabled components of the degree programme. Occasional absence may be unavoidable and it is good practice to inform the appropriate lecturer if this occurs. Personal tutors should be informed of any absences and illness as soon as possible.

Non-attendance will jeopardise good performance in the degree, particularly in its more practical aspects. Extended absence without good cause puts a student’s future progress in the degree programme in doubt and in the extreme, he/she may be excluded from the degree programme. (See also section 12, paragraph 10 below on Personal Extenuating Circumstances.)
Satisfactory Progress

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

Failure to make satisfactory progress may be grounds for:

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

Evidence of Failure to make Satisfactory Progress

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

(a) Failure to attend for interview with the tutor assigned to the student at the start of each semester and at such other times as the tutor may require;
(b) Failure to attend regularly the programme of study;
(c) Failure to perform adequately in work prescribed for the degree programme;
(d) Failure to submit written work required under the degree regulations (whether or not such work counts for assessment purposes) at the required time;
(e) Failure to attend examinations or to satisfy the examiners in the examinations prescribed under the degree regulations; provisional examination results may be used as such evidence.

10. STUDENT OPINION AND FEEDBACK

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

Individual Module Feedback

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

Overall Degree Programme Feedback

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

Student Representation Policy

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

https://internal.ncl.ac.uk/yousaidwedid/
http://www.ncl.ac.uk/quilt/resources/engagement/representation.htm
Student-Staff Liaison Committee

The Student-Staff Liaison Committee provides a forum for discussion of all matters relating to the academic content, assessment and teaching for the Degree Programmes. The Committee will have two student representatives from each year of the programme(s), one of whom will chair Committee meetings, and will report to the Academic Advisory Committee. This committee will meet at least once a semester and the proceedings of the meetings will be reported at Academic Advisory Committee meetings.

Academic Advisory Committee

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

Board of Studies

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

Student Complaints Procedure

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

http://www.ncl.ac.uk/students/wellbeing/about/policies.htm/

11. ASSESSMENT POLICY

Formal Examinations

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

It is important that you read and follow the rubric on the examination papers carefully. If you answer fewer questions than required you will be given a mark of 0 for each of the required questions not answered. If you answer more than the required number of questions, then the answer(s) awarded the lowest mark(s) will be disregarded.

A good policy for examinations is to answer “the question, the whole question and nothing but the question”.

The University rules of examination are available at the following web address:

http://www.ncl.ac.uk/students/progress/exams/exams/examrules.htm

Newcastle University is committed to ensuring that disabled students are assessed appropriately and on equal terms with other students. The University aims to provide a fair and flexible examination system for disabled students. If you have a disability or a specific learning difficulty you may or may not have special requirements with regard to your written examinations. On submission of relevant medical documentation, you may be allowed extra time for your written examinations and/or alternative practical arrangements. If you think that this may apply in your case, and you have not done so already, you should contact the University’s Student Wellbeing Service via your personal tutor to discuss any special requirements.

For all new students from the start of the 2016/2017 academic year, only three different models of calculator will be permitted for use in examinations:
All current students will be able to continue to use any calculator in an examination if that particular calculator appears on the University’s approved list. No other calculator or electronic device may be used in an examination. The approved list currently consists of the models listed in the attached link.

http://www.ncl.ac.uk/students/progress/assets/documents/calculatorchecklist.xlsx

The External Examiner

The external examiner has two functions:

1. To maintain standards between universities.
2. To be an independent assessor of candidates' performance.

The External Examiner for the Undergraduate Degree Programmes in Newcastle and Singapore is Professor Raffaella Ocone. Professor Ocone is Professor of Chemical Engineering, School of Engineering and Physical Sciences; Mechanical, Process and Energy Engineering, Heriot-Watt University, Edinburgh, EH14 4AS. Professor Ocone was appointed to the role of External Examiner in academic year 2014-2015.

The University is responsible for the quality and standards of all academic awards made in its name. The function of external examiners is to assist the University in discharging its responsibility by providing assurance in their expert judgement that the standards of all awards at Newcastle are at least comparable to those in similar subjects in other universities in the UK and with relevant external referents.

In order to help ensure the quality of the education it provides and the maintenance of the standards of its awards, the University places significant reliance on its external examiners by:

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

For further information: University’s Policy for External Examiners of Taught Programmes

Students should not contact the External Examiner. Any contact with the External Examiner will need to be channelled through the Degree Programme Director. If students have an issue regarding performance in assessments then there are alternative mechanisms available to deal with this via an appeal or complaint.

Further details of this process can be found at http://www.ncl.ac.uk/students/progress/Regulations/

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

Modes of Assessment

All modules are assessed by examination or coursework, or by a combination of the two. The balance between these two methods of assessment is indicated in the module outline forms, and is dependent on the nature of the subject material, and the method of teaching employed by the lecturer. On occasion, other assessment methods may be employed. Assessment procedures are subject to the module ratification procedures of the University, including agreement of the Board of Studies.

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

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

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

Past Papers
To prepare for examinations you will almost certainly find it helpful to obtain copies of recent examination papers; these are available on Blackboard and can also be accessed through the following web address http://www.ncl.ac.uk/library/resources/exam-papers/. Samples papers should be provided by the lecturer for new courses.

Examination Registration
Please remember that the onus is on you to register for all university examinations that you are required to be assessed in. This is normally done at the time of registration when your module selections are entered into the University database. It is your responsibility to check that your module selections are correctly entered into the Student Lifecycle Management database during Induction Week. If you change modules, it is essential that the Examinations Office is informed immediately, to ensure that you are registered for the correct examinations.

12. UNDERGRADUATE EXAMINATION CONVENTIONS

1. Composition and procedure of the Board of Examiners

1.1 Membership of the Board of Examiners shall be as specified in the University Examination Conventions. http://www.ncl.ac.uk/regulations/docs/2015.html/

2. Allocation of marks to assessment methods

2.1 Where more than one method of assessment is used for any module, the proportion of the total marks for that module allocated to each method of assessment used shall be as specified in the module outline forms.

3. Reassessment

3.1 Students who fail an examination have the right to one reassessment attempt. The form of the reassessment may vary from the original. A reassessment attempt will normally take place during the next available occasion of assessment (the summer reassessment period at the end of the academic year in which the original examination was taken).

3.2 Where a student fails the assessment of a module which includes assessment of practical work such as laboratory work, or project work, reassessment may be either by an examination paper covering as much of the work as possible or by means of additional coursework submission. The method of reassessment will be determined by the Degree Programme Director in consultation with the relevant lecturers.
4. **Non-compliance with assessment requirements**

Where a student fails to submit a piece of work before the assessment deadline and without an extension being sought or approved, the following procedure applies. Note this applies to all assessed work whether it constitutes all or part of the final mark:

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

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

The relevant University regulations can be found at the following link:


5. **Non-compliance with instructions in written examinations**

5.1 Where a student answers fewer questions than required she/he shall be given a mark of 0 for each of the required questions not answered and the aggregate mark for the paper shall reflect this.

5.2 Where a student answers more than the required number of questions in a particular section of an examination paper, the answer (or, if more than one, answers) awarded the lowest mark (or marks) shall be disregarded.

5.3 Where a student answers more than the required number of questions in an examination paper as a whole, the answer (or, if more than one, answers) awarded the lowest mark (or marks) shall be disregarded.

6. **Absence from an examination**

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

7. **Assessment irregularities**

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

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

- Copying from or conferring with other candidates or using unauthorised material or equipment in an examination room.
- Impersonating or allowing another to impersonate a candidate.
- Introducing examination scripts into the examination process otherwise than in the course of an examination.
- Permitting another student to copy work.
- The falsification (by inclusion or suppression) of research results.
- Using work submitted for another assignment.

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

In recent years a small, but growing, number of students have found themselves in difficulties as a result of submitting coursework which has been copied, in whole or in part, from the work of fellow students. On occasion this has been done innocently, the student not realising they were doing anything wrong. However, whether innocent or not, the presentation of another’s work as your own (plagiarism) is against the rules of the University and is not acceptable. It is likely to result in penalties for both the student using the copied material and, where such copying has been carried out with the second student’s knowledge, also for the student providing the source of material. It is in your own interests, therefore, that you clearly understand that any work submitted for assessment must be your own work alone. Remember you are learning for your own benefit and you will not learn simply by copying another’s work. The only exceptions to the above will be cases where academic staff have explicitly stated that joint work is acceptable.
The University makes use of a software package known as Turnitin to identify cases of plagiarised coursework. Turnitin is a software program which searches a huge database of journals, past student work and much of the internet to find strings of text which match with a piece of student work. A report showing these matches is produced and the report can be assessed to see if the matches are common phrases, correctly referenced, or not correctly referenced, requiring follow-up with the student.

The above is in no way intended to discourage you from discussing your work with your colleagues. Indeed it is essential to your education that you do so. Much of your professional life will be concerned with group activity and the refining of ideas through discussion. It is important that you develop skills in this area. Such peer group discussions should relate not only to laboratory and tutorial work but also to lecture material. It is not unusual to find that, in trying to explain to a fellow student what it is you do not understand you realise that you do understand after all. Nevertheless work submitted for assessment must be your own work.

It goes without saying that any attempt to bring contraband material into formal, written examinations or attempts at communication during examinations is cheating. Such cases will be reported to the Registrar who will institute the University's disciplinary procedures.

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

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

The University’s procedure in full can be found at:

http://www.ncl.ac.uk/students/progress/staff-resources/examiners/chair/irregularities/

8. Honours performance

8.1 The marks from Year 1 and Year 2 will contribute to the final classification of the degree. The weighting of marks contributing to the degree for Year 1 and Year 2 is 1:2.

8.2 Candidates may be awarded First or Second (Upper or Lower) and third class degrees, with Honours. (A candidate for an Honours degree who is not recommended for Honours may be considered by the Board of Examiners for the award of a Pass degree.)

9. Personal Extenuating Circumstances

If illness prevents students from studying for more than seven calendar days, you should obtain a medical certificate from your doctor and forward it to care.attendance@ncl.ac.uk as soon as possible - along with a PEC application if appropriate

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

This form will be considered by the PEC Committee (PECC), which will advise the Board of Examiners (BoE) what allowance should be made. The PEC form is submitted to the School before a date which will be announced for each examination period. Students are recommended to inform their Tutor when they are making a submission to the PECC and, if they wish, make their Tutor aware of the circumstances. Students are strongly advised to provide evidence of the problems and the period of impact, for example, a medical note, a statement of support from your Tutor, parent/guardian letter, etc. It is recognised that this is not always possible, but you need to be aware that your case is more likely to be considered as “strong” if evidence is available. The forms can be downloaded from the Student Progress Service web site or hard copies of the forms, with notes on how to complete the PEC form, can be obtained from the School Office.

The Guide to the Student Sickness and Absence Procedure is available from:

http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/sickness.htm/

10. Power of Board of Examiners to reconsider decisions
A meeting of the Board of Examiners may subsequently be convened at the discretion of the Chairman or his/her nominee to reconsider any decision by or on behalf of the Board.

13. POLICY ON MODERATING AND SCALING

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

Organisation
The Head of School shall make arrangements to ensure that all work subject to the policy is moderated. A moderator will be allocated to each individual module. This will typically be the module leader (unless otherwise stated). Moderation will take place after the completion of all the assessed components of the work and for Semester 1 modules, prior to the Module Moderation Meeting, likewise for Semester 2 modules. All moderation must be completed in advance of External Examiners Meeting.

Coverage
All summatively assessed work is subject to moderation of its marking.

Different types of assessment

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

Essays and Reports
A sample of marked scripts should be reviewed by the moderator. See below for information on the approach to sampling.

Presentations/performances
All oral presentations/performances are viewed and assessed by at least two members of staff.

Objective Tests
Objective tests are moderated by reviewing the spread of marks achieved and considering whether calibration or scaling of the results might be required. Where a question has been answered correctly by very few [no] students, then it might be decided to ignore it.

Dissertations/ large projects
This policy relates to all milestones of the Year 2 Plant Design project where all milestone reports will be blind double marked. This means that the moderator does not know what mark the first marker has allocated and cannot see the first marker’s comments.

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

The normal sample size is a selection of 5 scripts in the upper quartile, 7 scripts at the pass/fail borderline and 5 scripts in the bottom quartile but where cohorts are below 10 all work should be moderated.

In cases where there are new members of staff (including hourly paid staff) assessing work, sample sizes will be increased to 7 scripts in the upper quartile, 12 scripts at the borderline and 7 scripts in the bottom quartile in order to ensure the security of the marking process.

Outcomes of moderation
Where all the work for a module is blind double marked and where the two markers do not agree, i.e. a difference of over 10% materialises, they will attempt to agree a joint mark. If they are unable to agree the dispute will be referred to a third marker to determine the agreed mark.

Where a sample of work is moderated, individual marks will not be changed. Where the moderator agrees that the marking is in accordance with the marking criteria for the school/subject, the marks are confirmed. Where the moderator disagrees with the marking by 5%, then consideration will be given to total double marking of all work, where marking is deemed unreliable, or scaling of the marks, where the marking shows a systematic error.

**Recording the moderation process**

In order that there should be an audit trail for moderation, there must be written evidence that moderation has taken place. For dissertations/large projects details of the moderation must be recorded on the assessment sheets and passed to the Examinations Administrator. For samples of work, the moderator will record the procedures followed and pass the documentation to the Examinations Administrator.

**Review of module performance across modules and over time**

At the Module Moderation Board, a review of performance across modules will be undertaken looking at means, ranges and standard deviation for all module cohorts with a view to identifying modules where student performance does not match normal expectations or where marks do not map to the common marking scale. Module performance is also compared to module performance in previous years. In such cases, it should be considered whether marks ought to be scaled.

**Scaling**

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

The Head of School, Degree Programme Director, Examinations Officer, Module Moderator shall meet to consider whether there is a case for scaling the results of any modules. The key issue to determine is whether the pattern of marks fairly reflects student achievement and to consider what the reasons for the pattern of marks are. If marks are deemed to reflect fairly student achievement, then no scaling is required. When marks are scaled, they will normally be adjusted before they are returned to students. Scaling can move marks both up and down and will not necessarily involve the same adjustment across the whole of the mark range. In determining how marks will be scaled, sample scripts will be tested around key boundaries, such as the pass/fail threshold and key classification boundaries.

### 14. CRITERIA FOR THE CLASSIFICATION OF WORK

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Degree Programme Equivalent</th>
<th>Descriptive Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% - 100%</td>
<td><strong>Undergraduate: First Class</strong></td>
<td>A performance in this range is distinguished by both breadth and depth of knowledge about the subject material, showing comprehensive awareness, and detailed understanding, interpretation and evaluation. There will be substantial evidence of critical analysis and the ability to apply knowledge to unseen situations. Material will be presented within a clear logical/systematic framework throughout and will demonstrate reading beyond the course material and the ability to employ critical reflection. Assignments such as an individual project report will be well-structured and well-referenced. The deciles within this class may be categorised as <strong>Professional Standard (90% - 100%)</strong>. It should be rare for a mark to be awarded within this range, but it should certainly be achievable for an individual component of assessment (e.g. a piece of coursework, or an examination question). It should be awarded for work demonstrating outstanding and comprehensive understanding, with critical analysis and evaluation.</td>
</tr>
<tr>
<td></td>
<td><strong>Postgraduate: Distinction</strong></td>
<td></td>
</tr>
</tbody>
</table>
In an examination situation the student will have presented a complete answer in a fully cogent manner, with no substantive errors or omissions. In individual project work there will be material which may be publishable.

**Exceptional: significantly above normal student expectations (80% - 89%)**
Evidenced by clear indications of comprehensive/detailed understanding and creative thought, and although there will be no substantive errors or omissions, the presentation or arguments will fall short of perfection.

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

<table>
<thead>
<tr>
<th>Range</th>
<th>Undergraduate:</th>
<th>Postgraduate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% - 69%</td>
<td>Second Class, First Division</td>
<td>Merit</td>
</tr>
<tr>
<td>50% - 59%</td>
<td>Second Class, Second Division</td>
<td>Pass</td>
</tr>
<tr>
<td>40% - 49%</td>
<td>Pass</td>
<td>Fail</td>
</tr>
<tr>
<td>0% - 39%</td>
<td>Compensatable Fail (35%-39%)</td>
<td>Fail (0%-34%)</td>
</tr>
<tr>
<td></td>
<td>Fail</td>
<td></td>
</tr>
</tbody>
</table>

A performance in this range is one that demonstrates a sound/thorough understanding of material beyond that presented in the course, with breadth of knowledge but lacking in some depth, or vice versa. Critical analysis and the ability to apply knowledge to unfamiliar situations will be present, and work submitted will be relevant to the module/topic aims and objectives but not give a full treatment, relying to some extent on course material and likely to contain a few errors or omissions. Individual project work will be well presented and structured but with some limitations as to insight and critical evaluation.

A performance in this range is one that relies substantially on course material only and demonstrates breadth of knowledge but lacking depth. Critical analysis will be limited and there will also be only limited evidence of being able to apply knowledge to unfamiliar situations. Work presented will be relevant to the module/topic aims and objectives but rely largely on course material and contain some errors of understanding and of fact. An individual project will demonstrate competence but with only limited evidence of flair.

A performance in this range is evidenced by an understanding of material that lacks depth. There may be omission of some relevant material and/or partial use of irrelevant material. It is likely to contain errors of understanding and fact. An individual project at Levels below 7 will be adequately structured and presented but unbalanced/ with some components poorly constructed, e.g. inadequate/poor referencing. For individual projects at Level 7 a mark in this range suggests that the situation is potentially recoverable with some rewriting but little or no additional development.

A performance in this range is evidenced by a weak attempt that demonstrates lack of overall knowledge of the subject area, and inability to develop a cogent argument in any aspect. Much of the material presented will be sketchy and/or irrelevant. In an individual project the student will have failed to apply themselves to the task in hand and/or presented a superficial view of it.

A performance in this range may be further classified as **Borderline (compensatable) fail (Levels 4, 5 and 6)/Poor (Level 7): limited understanding (35% - 39%)**
There will be many factual errors and omissions. A mark in this range may be awarded where there is evidence that the intended learning outcomes have partially been achieved but the evidence has been poorly presented, and/or there are some omissions in that evidence. For individual projects at Levels below 7 a mark in this range suggests that the situation is potentially recoverable with some rewriting but little or no additional development.
Fail: inadequate understanding (25% - 34%)
Evidenced by some material of relevance, but generally the approach is shallow and there is a lack of understanding of the basic requirements of the subject area. There are likely to be significant factual errors and omissions. An individual project is likely to be difficult to read and contain serious errors in understanding.

Clear fail: little or no attempt (0% - 24%)
Evidenced by very little material presented to support evidence of having addressed the topic. What material there is is likely to be incomplete and/or confused. An individual project is likely to have very little that is relevant.

You will observe that examination-paper rubrics contain a phrase to the effect that marks allocated to each question are given, but that these indicate the relative weight of individual questions. They do not correspond directly to marks on the University scale. You should therefore not expect to receive simply the sum of the marks awarded on each question. The coding/scaling procedure allows examiners to adjust examination marks when an examination turns out to be more taxing than was expected, or possibly, too easy (sometimes an examination is found to be too easy for the strongest candidates but too hard for the weakest candidates).

To ensure marking has been fair and consistent some examinations may be double marked. This means that a second marker will look at all pieces of student work. If a cohort marks are too high or too low for any reason, meaning that they are not representative of students’ actual abilities and performance, then marks may be scaled so that they better reflect students’ work. This is a transparent process and you will always be told if your mark has been scaled and you will be provided with an explanation why this has happened.

While you will not always see the evidence of moderation, please be assured that it is happening and is taken very seriously. If you have any questions about this process, please speak with the relevant module leader. The moderation process can be time-consuming, which is why the feedback turnaround deadline is 20 working days – this length of time allows for marks to be checked for fairness and consistency.

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

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

Degree of Bachelor of Engineering with Honours in Chemical Engineering: UCAS Code: 1209U

Notes
(i) These programme regulations should be read in conjunction with the University’s Undergraduate Progress Regulations and Examination Conventions.
(ii) A compulsory module is a module which a student is required to study.

1. Year One

All candidates shall take the following compulsory modules:

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits Sem 1</th>
<th>Credits Sem 2</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CME2116</td>
<td>Process Dynamics, Modelling and Control</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CME2117</td>
<td>Computing &amp; Simulation</td>
<td>15</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CME2120</td>
<td>Process Safety</td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>CME2121</td>
<td>Engineering Practice</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CME2122</td>
<td>Separation Processes 1</td>
<td>15</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CME2123</td>
<td>Transfer Processes</td>
<td>20</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>CME2124</td>
<td>Reactor Engineering</td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>CME2126</td>
<td>Engineering Mathematics</td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>CME2127</td>
<td>Chemistry</td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>CME2128</td>
<td>Thermodynamics</td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

2. Year Two

All candidates take the following compulsory modules:

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits Sem 1</th>
<th>Credits Sem 2</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CME3103</td>
<td>Process Design, Economics and Project Management</td>
<td>10</td>
<td></td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>CME3104</td>
<td>Separation Processes 2</td>
<td>10</td>
<td></td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>CME3105</td>
<td>Solids Handling</td>
<td>5</td>
<td></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>CME3107</td>
<td>Chemical Process Optimisation</td>
<td>5</td>
<td></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>CME3108</td>
<td>Process Control</td>
<td>10</td>
<td></td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>CME3109</td>
<td>Plant Design</td>
<td>40</td>
<td></td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td>CME3110</td>
<td>Renewable Energy Technologies</td>
<td>10</td>
<td></td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>CME3112</td>
<td>Sustainable Industry, Design and Manufacture</td>
<td>10</td>
<td></td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>CME3122</td>
<td>Clean Technology Applications</td>
<td>5</td>
<td></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>CME3123</td>
<td>Reactor Engineering 2</td>
<td>10</td>
<td></td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>CME3124*</td>
<td>Chemical Engineering Laboratory OIP</td>
<td>5</td>
<td></td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

* Note: CME3124 takes place in the period between the end of the Year 1 examinations and the start of Year 2.

3. Assessment methods

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

4. Degree Classification

Candidates will be assessed for degree classification on the basis of all the modules taken at Years 1 and 2 with the weighting of the stages being 1:2 for Years 1 and 2 respectively.
16. STUDENT CONDUCT AND DISCIPLINE

Students are expected to:

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

You can expect:

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

Please also read the relevant sections of the SIT student handbook for the current year.
SECTION II

Resources and Facilities

Safety Procedure

Student Wellbeing and General Guidance

Careers Service

Newcastle University Students’ Union
17. RESOURCES AND FACILITIES

LEARNING RESOURCES - LIBRARY AND INFORMATION SERVICES

Ngee Ann Polytecnic Library

The Ngee Ann Polytechnic Library occupies a central location on campus, spread over four floors of the Administration Building. It houses the Lifestyle Library on the entrance floor and the Academic Library on all other floors. The Academic Collection supports teaching, learning and research while the Lifestyle Collection focuses on personal, social and recreational needs.

Most of the Library’s resources are of recent origin and comprise a total of 224,000 volumes of books, 1,060 print periodical titles, 11,000 e-journal titles, 25,500 titles of audiovisual materials, 2,500 software titles and 26 electronic database subscriptions and 290 e-book titles. A wide range of electronic resources is also available through NPNet and the Library Home Page. The Library’s On-line Public Access Catalogue (OPAC) is accessible through the NPNet and the Internet.

The Library has a seating capacity of 1,416 students. Facilities include large reading areas, discussion rooms, study carrels, photocopying and printing rooms, instructional rooms, media viewing rooms and an e-resource room for database access. The Lifestyle Library has a wide range of resources to cover interdisciplinary programmes, including SCV broadcasts, multimedia facilities (audio and video stations) and an internet café. The Library also provides both wired and wireless access for notebook computers.

Further information can be found on the library’s homepages http://www.np.edu.sg/library/

Newcastle University Robinson Library

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

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

Blackboard

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

Logging into Blackboard is very easy:

- First, type http://bb.ncl.ac.uk/ into the location bar of any web browser and press enter. This will direct you to a page introducing you to Blackboard and providing news and information about the system.
- To proceed, click on the “Login” tabs. These will direct you to a form comprising USERNAME and PASSWORD boxes. Year 1 students please note that your username and password will be made available to you during induction week.
- My University is the first page you will see. It will contain sections for announcements, tasks and other tools, and a list of modules (called “courses” in Blackboard) in which you are enrolled and which use Blackboard (some tutors may choose not to have a Blackboard page for particular modules).
• You can enter your modules by clicking on the **My Courses** tab in the browser window, or by clicking on the module name on your **My University** page.

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

What do I do if

• I have forgotten my username and/or password? Get in touch with Newcastle University IT Service desk – email [http://www.ncl.ac.uk/itservice/support/](http://www.ncl.ac.uk/itservice/support/).

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

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

**Computing Facilities**

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

### 18. SAFETY PROCEDURE

**General Policy**

The University and SIT aim to ensure that the campus is a safe place for students to study and undertake research. Students and others must comply with the University’s arrangements for safety and occupational health and with respective Polytechnic and School safety policies. It is especially important that fire safety rules are complied with as these are in place in order to protect lives. Assistance and advice can be obtained from the University Safety Officer based in Singapore (Miss Tania Angelopoulos – for contact details see section 3 above).

Information on Newcastle University’s safety policy can be found at the following link: [http://www.safety.ncl.ac.uk/universitypolicy.aspx](http://www.safety.ncl.ac.uk/universitypolicy.aspx)

The safety policy for Ngee Ann Polytechnic can be found at the following link: [http://www.np.edu.sg/ss/safety/Pages/default.aspx](http://www.np.edu.sg/ss/safety/Pages/default.aspx)

**Medical Coverage**

Information on student medical coverage can be found in the SIT student handbook.
19. STUDENT WELLBEING AND GENERAL GUIDANCE:

Student Counselling

Managing your academic commitments and your personal life can be challenging. If you need a helping hand or just to talk to somebody, your first port of call should be either your personal tutor or SIT’s Student Life (email sld@singaporetech.edu.sg, 24 hours helpline 9336 0159). This would of course be on a confidential basis.

Guidance in the Case of Illness & Provision of Sick Notes

General principles:

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

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

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

Equal Opportunities

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

http://www.ncl.ac.uk/diversity/about

Dignity at Work and Study

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

Further information can be found at the following link:

http://www.ncl.ac.uk/diversity/guidance/bullying.php

Careers Service

Students have access to SIT’s Career Services such as workshops, events and career guidance. A Career Guidance Counsellor is available to guide students in terms of job search process and future career path. They will constantly update students when there are events or workshops available.

Further information can be found at the following link:

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

Newcastle University Students’ Union

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

The Student Advice Centre is a professional advice service provided by the Students’ Union and is independent from the University. We are staffed by trained, experienced advisers and offer free confidential advice, information, assistance and representation on a wide range of issues. Our Advisers each specialise in academic, finance and housing issues. We can also help you with issues to do with employment, health, personal matters and consumer and we provide basic legal information. This list is not exhaustive so if you need advice on any matter please contact us. We are located in the Students’ Union Building on King’s Walk but make every effort to be inclusive of Newcastle University students who study in an overseas campus or who are taking part in a Year Abroad placement. If you are not in the country and need help with any issue these options are open to you:

- Send an e-mail detailing your issue and advice that you require to: student-advice-centre@ncl.ac.uk and clearly state that you are not in the country. Your issue will be forwarded swiftly to the appropriate adviser and they should be able to respond and advise you via e-mail.

Any more information about our service can be found online: www.nusu.co.uk/sac

Please follow us on Twitter @NUSUadvice and Like us on www.facebook.com/NUSUstudentadvicecentre for service updates and information and news that affects you!

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

Welfare: one of the most important things that the Union does is to provide support for all of our students about finance, housing, sexual health, student safety and anything else that affects you during your time at University. If you feel that you have nobody to talk to, we don’t judge; please feel free to email the Welfare and Equality Officer at welfare.union@ncl.ac.uk. Anything you wish to discuss will remain completely confidential. If you wish to seek advice from one of our professional, independent advisors then please get in touch with our Student Advice Centre – check out their page on our website http://www.nusu.co.uk/welfare/sac/.

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

Course Representatives: it is important that your voice is heard when it comes to your education and your degree programme. The Students’ Union runs a system called “Course Representatives” where a member of your cohort represents the students and lets staff know what students think, which parts of the programme are good, and how the programme could be improved. This is an integral part of being a student at Newcastle University as all of our learning and teaching is a partnership between the students and the teaching staff. The Union’s Education Officer oversees the Course Representative system and will be setting up course representatives in Singapore. If you would like more information please email education.officer@ncl.ac.uk.
Campaigns: the Students’ Union runs various campaigns throughout the year to ensure the best possible experience for students. These campaigns range from national demonstrations about funding for Universities to local campaigns about student safety. If you would like more information or would like to propose a campaign on a particular topic, please email the Welfare and Equality Officer at welfare.union@ncl.ac.uk.

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

PEC Form
PEC Form

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

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

STUDENT DETAILS:

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>University email address:</th>
<th>@ncl.ac.uk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Personal Tutor:</th>
<th>Student Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme:</th>
<th>Stage:</th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is this form being submitted to update, supplement or provide new evidence for a previously submitted PEC form?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have your circumstances also been reported via a Student Notification of Absence Form?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

MODULE / ASSESSMENT DETAILS:

<table>
<thead>
<tr>
<th>Module Code (e.g. COM1001):</th>
<th>Aspect Affected (e.g. Essay, Exam, Attendance):</th>
<th>Module Leader:</th>
<th>Dates of exam/ submission etc:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HOW ARE YOUR STUDIES AND ASSESSMENTS BEING AFFECTED? (tick all that apply)

Because of the circumstances described below, I am:

- Unable to submit my work on time; [ ]
- Unable to submit my work, despite being given an extension; [ ]
- Unable to participate in group work; [ ]
- Unable to attend University for more than five days; [ ]
- Unable to attend my exam(s) or other assessed session(s); [ ]
- Unable to write comfortably in examination conditions; [ ]
- Unable to prepare effectively for my examinations; [ ]
- Able to work, but feel my performance has been affected; [ ]

Affected in the following way, not listed above:

Details: 

Continue on separate sheet if necessary
**PROPOSED ADJUSTMENT:** *(Please tick one– but note the PEC Committee makes the final decision about the most appropriate form of adjustment)*

<table>
<thead>
<tr>
<th>Extension</th>
<th>Deferral of assessment attempt to next normal occasion of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat Modules / Programme with attendance</td>
<td>Repeat Stage or Semester as first attempt</td>
</tr>
<tr>
<td>Be considered for Board of Examiners discretion (this will normally only occur if a more practical adjustment cannot be given)</td>
<td>Other adjustment <em>(please detail)</em></td>
</tr>
</tbody>
</table>

**FURTHER DETAILS:**

*Provide details of the adjustment requested e.g. the assessment concerned, the original deadline or date of assessment, the length of an extension requested. Please indicate where you have previously been granted an extension or adjustment. If applying for multiple modules or assessment, provide detail of the adjustment requested for each.*

Details:

*Continue on separate sheet if necessary*

**DETAILS OF PERSONAL EXTENUATING CIRCUMSTANCES:** *(please tick)*

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

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

*Please provide as full an explanation of the personal extenuating circumstances as possible. Please be specific about the problem, be precise about how your studies and/or assessment have been affected and explain any delays in submitting this PEC form.*

Details:

*Continue on separate sheet if necessary*
**EVIDENCE:** (please tick and ensure that the evidence is submitted with your application. Note that applications submitted without any evidence will be unlikely to be successful)

| Medical Note | □ | Wellbeing Memo | □ | Other | □ |

**Signature (student):**

<table>
<thead>
<tr>
<th>Have you consulted your personal tutor?</th>
</tr>
</thead>
<tbody>
<tr>
<td>.................................................</td>
</tr>
</tbody>
</table>

Date: .................................................................

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

---

**Brief guidance notes to students:**

- Do not submit PEC forms for minor issues that have not affected your studies.

- Make sure that you are aware of and understand any School rules about PEC (for example, whether there is a deadline, whether it is not possible to seek extensions for certain modules etc.).

- Do not assume that you will be given an extension, deferral or other adjustment. Until you are informed of the PEC Committee decision, you need to continue with your studies as normal.

- Ensure that every section of the PEC form has been completed.

- Ensure that any additional sheets or documents are clearly marked with your name and student number.

- You will be informed of the outcome by email so make sure that you check your University account regularly.

- More detailed advice to students on completing the PEC form is available at [http://www.ncl.ac.uk/students/progress/student-resources/help/](http://www.ncl.ac.uk/students/progress/student-resources/help/)
<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student Number:</th>
<th>Date Received:</th>
</tr>
</thead>
</table>

**DECISION**

On behalf of the PEC Committee, I deem that the following adjustment is an appropriate response to the student’s personal extenuating circumstances and will ensure that the student is informed of this decision:

1. **Immediate action (in line with UG and PGT Exam Convention 15)**
   - Detail: (e.g. extension, deferral of attempt, minor exemption, repeat Stage)

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

   - Signature (PEC Committee): Date:
   - Detail of adjustment - to be completed by Exams:

3. **Retain for consideration at PEC Committee meeting**

4. **No adjustment approved**
   - Reasons: (e.g. lack of evidence, circumstances not relevant, PEC is not the most appropriate procedure)

   - Signature: Date:

**OFFICE PROCESSES**

<table>
<thead>
<tr>
<th>Action Taken:</th>
<th>Signature <em>(School Office)</em>:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student emailed PEC decision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Record updated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copy of decision forwarded to another school or service (see note below. Please specify) ........................................</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Signature (Examinations Team): Date:**

**Signature:** Date:

**Signature:** Date:

Note: For extensions and exemptions, the module leader should be informed and Student Progress Service may also need to be informed if there is an impact on the student’s registration status. For repeat Stage/Semester the DPD and Student Progress Service must be informed. For examination deferrals, Student Progress Service (Examinations) must be informed. In the case of an extraordinary examination, arrangements must be agreed with the School that owns the module. There may be other occasions that PEC decisions (but not case details) need to be forwarded to other services. Please refer to the PEC committee and processes: Guidance for Staff document available at [www.ncl.ac.uk/students/progress/staff-resources/examiners/](http://www.ncl.ac.uk/students/progress/staff-resources/examiners/) or seek advice from Student Progress Service.
Appendix B

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

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

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

Help and Advice

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

Who are we?

Moira Bent is the Liaison Librarian for the Schools of Agriculture, Food and Rural Development, Biology, Chemistry, Computing Science and Marine Science and Technology
moira.bent@ncl.ac.uk

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

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

Yvonne Davison is the Faculty Senior Library Assistant
yvonne.davison@ncl.ac.uk

Christina Taylor is the Faculty Library Assistant
christina.taylor@ncl.ac.uk

Research Skills

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

Electronic Books

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

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

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

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

Journal Articles and Databases

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

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

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

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

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

To search a collection of electronic journals for a topic:

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

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

**Finding Academic Information on the WWW**

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

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

Citing Work Which You Use

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

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

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

- Right-Cite is the Newcastle University website, which has links to other useful sites [http://www.ncl.ac.uk/right-cite/](http://www.ncl.ac.uk/right-cite/)
- The JISC Plagiarism Advisory Service has briefing papers, good practice guides and videos - [http://www.plagiarismadvice.org/](http://www.plagiarismadvice.org/)
- There is also a hints and tips sheet for good practice [http://www.plagiarismadvice.org/good-practice-guide](http://www.plagiarismadvice.org/good-practice-guide)

Citation Guidelines

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

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

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

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

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

Referencing Examples Using the Harvard Style

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

**Books**

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

Journals

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


Websites

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

Newcastle University Libraries (2012) Library Guides – Chemical Engineering – Singapore Available at: http://libguides.ncl.ac.uk/nuis/ceam

Citations in the Text

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

Here is an example:

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

References:


EndNote

Use EndNote to manage your references and to ensure correct citation. EndNote is specialised bibliographic management software. There is a lot of useful information on our web pages at http://libguides.ncl.ac.uk/endnote.

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

You can access the EndNote software by going to:

✓ http://ras.ncl.ac.uk
✓ Select Library Resources
✓ Select EndNote

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

1.9.15