SCHOOL OF ELECTRICAL AND ELECTRONIC ENGINEERING
(Singapore Campus)

BEng in Electrical Power Engineering

DEGREE PROGRAMME HANDBOOK

YEAR 1 STAGE 2

2016 / 2017
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</table>
Welcome to the School of Electrical and Electronic Engineering. On behalf of all members of staff both in Singapore and in Newcastle, we hope that your time here will be both successful and enjoyable.

Newcastle University was established in 1834 and has a city centre campus in Newcastle upon Tyne in the North East of England. Newcastle is one of the UK’s top twenty research institutions, and is a member of the prestigious Russell Group. The School was inaugurated in 1871 as part of Armstrong College and was based in the basement of the Armstrong Building. The conditions were reported as very cramped for the large electrical machines. In 1947 the School moved to Grey Hall, the old empty Presbyterian Church where the Northern Stage now stands, opposite the Students’ Union building. The School moved to its current home Merz Court in 1964. Merz Court was officially opened by Prime Minister Harold Wilson in 1965.

The School of Electrical and Electronic Engineering is part of the Faculty of Science Agriculture and Engineering (SAgE). The Head of School is Professor Barrie Mecrow and there are currently about 110 academic, research and support staff and over 700 students. Within the School are the main academic group, delivering taught and research degrees and undertaking research. We have internationally active research staff. Our academics are at the forefront of their respective fields and this is fed back into our teaching pedagogy. The School also has numerous industrial contracts and contacts. Building on this tradition, the School is proud to offer an undergraduate degree programme in collaboration with the Singapore Institute of Technology (SIT).

This handbook details the aims and objectives of the degree programme, its structure, organisation and methods of teaching and assessment. It also contains details of other useful general information which will be invaluable to you throughout your studies. This handbook should be read in conjunction with the SIT student handbook for the current academic year. Please read this handbook carefully and keep it for future reference. It is the responsibility of students to familiarise themselves with important information about the nature of their subject and degree programme. You are encouraged to use it as your first source of information.

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

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

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2. Summary of Programme Commitments

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Page Ref.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of contact hours for this stage / programme:</td>
<td>Page 8 and 9 of handbook</td>
</tr>
<tr>
<td>Mode of delivery:</td>
<td>Page 11 of handbook</td>
</tr>
<tr>
<td>Normal notice period for changes to the timetable, including rescheduled classes:</td>
<td>Page 6 of handbook</td>
</tr>
<tr>
<td>Normal notice period for changes to the curriculum or assessment:</td>
<td>Page 16 of handbook</td>
</tr>
<tr>
<td>Normal deadline for feedback on submitted work (coursework):</td>
<td>Page 17 of handbook</td>
</tr>
<tr>
<td>Normal deadline for feedback on examinations:</td>
<td>Page 17 of handbook</td>
</tr>
<tr>
<td>Professional Accreditation:</td>
<td>Page 23 of handbook</td>
</tr>
<tr>
<td>Assessment methods and criteria:</td>
<td>Page 18 and 19 of handbook</td>
</tr>
<tr>
<td>Academic guidance and support:</td>
<td>Page 13 and 14 of handbook</td>
</tr>
</tbody>
</table>

3. Key Dates

2015-16 Semester and Term Dates are:

<table>
<thead>
<tr>
<th>Term</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>Monday 26 September 2016</td>
<td>Friday 16 December 2016</td>
</tr>
<tr>
<td>Spring</td>
<td>Monday 09 January 2017</td>
<td>Friday 24 March 2017</td>
</tr>
<tr>
<td>Summer</td>
<td>Monday 24 April 2017</td>
<td>Friday 16 June 2017</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Monday 26 September 2016</td>
<td>Friday 27 January 2017</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Monday 30 January 2017</td>
<td>Friday 16 June 2017</td>
</tr>
</tbody>
</table>

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

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

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

Examination Dates for 2016-17 are:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Monday 16 January 2017</td>
<td>Friday 27 January 2017 (including Saturday 21 January)</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Monday 22 May 2017</td>
<td>Friday 09 June 2017 (including Saturday 27 May and Saturday 3 June)</td>
</tr>
<tr>
<td>Resits</td>
<td>Monday 21 August 2017</td>
<td>Monday 01 September 2017 (including Saturday 26 August)</td>
</tr>
</tbody>
</table>

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

4. **Timetables**

Student induction and registration is scheduled from 26 September to 02 October 2016, where you will be presented with a detailed timetable for the induction week and details of registration. During this time you will meet your tutors and receive further information regarding your programme of study. There are other induction events during this time which includes an introduction to the University and what is available to you. Teaching will commence on 3 October 2016, where you will be presented with a detailed semester timetable. You should understand how to read the timetable, and find your way around to locate teaching rooms. We will try not to make changes to your timetable after teaching starts. However changes can sometimes be unavoidable. If this does happen, we will always try to notify you of planned change in advance, including any rescheduled classes.

5. **Student Charter**

**Our Role and Responsibilities**

Newcastle University and the School of Electrical & Electronic Engineering aim to provide a high standard of teaching and a rich academic environment in which to study and learn. To this end, you will find that much of a staff member’s time, particularly during term-time, is devoted to all aspects that contribute to teaching. You should, however, be aware of the other academic activities — most particularly research — that staff members undertake, which also make calls upon their time. The Student Charter (http://www.ncl.ac.uk/pre-arrival/regulations/charter.htm) clarifies exactly what you can expect during your time with the University. In summary, you can expect the University and School to:

- Provide a modern curriculum and high standards of teaching
- Provide relevant information about the degree programme and individual modules
- Provide support for your learning activities
- Provide timely information about assessment arrangements with associated deadlines
- Notify you in advance of any planned changes in the curriculum and timetable
- Ensure that all assessments are relevant and well-matched to each stage of your study
- Give adequate time and support to complete your assignments
- Return marked work promptly, with appropriate feedback
- Provide support through the personal tutoring system
- Offer help and support if we observe that your progress is less than satisfactory
- Respond promptly to complaints or criticism about any element of the teaching programme

**Your Duties and Responsibilities**

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

In particular, you are expected to:

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

The responsibilities given above are listed directly or implied by Newcastle University’s Student Charter which outlines the standards of provision that students can expect from staff, and the expectations that the University has of students in being responsible adults who are proactive and self-reliant learners. The Charter was written by both staff and students and is updated regularly.

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

• Talking in class which is not related to the subject matter when the class is being delivered
• Any use of mobile phones (spoken calls, texting, taking photographs, videoing, accessing the internet) is strictly prohibited
• Lateness, unless unavoidable. The class should start at five past the hour and should not be disrupted by any systematic routine lateness
• Any activity which diverts your attention from the class (this includes reading newspapers, listening to music etc)

• Finally, you are expected to behave at all times, in a manner which respects all the staff and all your fellow students. So, for example, it is unreasonable to expect staff to:
  - cover your absence from class without good reason, by providing course material that you have missed. Handout material will usually be available on the web (and your fellow students should be willing to supply you with copies of the lecture notes)
  - open an e-mail dialogue by responding to technical questions about the programme, although very routine, elementary questions might be answered (but not necessarily immediately)

**Communicating by E-mail**

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

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

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

6. **Attendance**

The University wants to make sure that you succeed on your course. One of the most important tasks is to monitor the progress of every student. If it is found that your attendance record is unsatisfactory then you should expect to be asked to meet with either your Personal Tutor or the Director of Operations (DoO). In such cases the student will be warned of the consequences. If students fail to demonstrate a marked improvement, the Degree Programme Director (DPD) may instigate the University’s disciplinary procedures, which may lead to the termination of the student’s studies.

It is important that all students attend all timetabled elements of each module in a punctual manner. It is compulsory that all students attend their classes or notify the School of any absence. Students must therefore keep the School informed of any absence. Students should also promptly submit a notice of absence form along with any necessary evidence to the School Office. More information on attendance can be found in [http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/](http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/).
7. Student Self-Service Portal (S3P)

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

- Register on your programme of study
- Keep details such as addresses up to date
- Pay fees
- View and print documentation to confirm your student status
- Confirm module choices for the next academic year

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

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

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

Section B: Degree Programme and Module Information

1. Overview and Important Definitions

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

Key Definitions:

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

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

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

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

Degree programme specifications – the specifications for each degree programme contain information on the aims, learning outcomes, teaching and learning methods and assessment strategies specific to each programme. All degree programme specifications are available here: [http://www.ncl.ac.uk/regulations/specs/](http://www.ncl.ac.uk/regulations/specs/)

2. Degree Programme Aims, Specifications and Regulations

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

The quality and standards of the delivery in Singapore will be the same as our other undergraduate degree programmes offered by the School at Newcastle University. Successful candidates will be awarded a BEng degree from Newcastle University. Progression from Stage 2 to Stage 3 and the award of the final degree are subject to the University Undergraduate Progress Regulations and
Undergraduate Examination Conventions.
After successful completion of Stage 2 in Singapore, students should attend an immersion programme (OIP) delivered at Newcastle University campus during the UK summer vacation over a short period of 4 weeks. The purpose of the summer immersion programme is to give students the opportunity to spend time at our Newcastle campus participating in an intensive programme of academic enhancement which aims to complement your studies in Singapore. The programme is intended to develop you as independent professional engineers (especially for the final year project).

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

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

Programme Aims:

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

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes.

On completing the programme students should have appropriate knowledge and understanding of

- Mathematics, science and technologies relevant to electrical power engineering,
- Fundamental concepts, principles and theories of electrical power engineering,
- Business and management techniques relevant to engineering and the management of engineering projects,
- Detailed knowledge and understanding of the essential facts, concepts, principles and theories relevant to various specialisations within electrical power engineering,
- Application of IT principles and tools as appropriate to the role of an electrical power engineer,
- Components and materials used by electrical power engineers.

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

A digest of information on your degree programme regulations and specifications can be found at


3. Modules and Module Choice

You can look up information on each module in the Module Catalogue (http://www.ncl.ac.uk/module-catalogue/). This module page will provide key information, including the number of credits, the types of assessment, the types of teaching activities, and the number of contact hours. It also explains how many hours you are expected to spend in independent study, including lecture follow-up, completing coursework, doing background reading, and revising for your exams. The module outline will also explain the aims and learning outcomes of the module and provide you with an overview of the syllabus. Reading Lists Online which is a link to reading material associated with each module can be accessed directly at http://rlo.ncl.ac.uk/.
Undergraduate students must choose 120 credits of modules. The Student Self-Service Portal (S3P) system knows what programme you are studying and whether you are studying full time or part time. The system will only let you select the modules associated with your programme to the value of the credits for the stage of your programme. The list below provides all compulsory modules attached to your programme. These modules will be shown automatically on the SP3 system and you won’t be able to change them.

**Year 1 (Stage 2)**

All students shall take the following compulsory modules:

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

**Overseas Immersion Programme**

In the summer months between the end of Stage 2 and the beginning of Stage 3, all students shall participate in an Immersion Programme to be held at Newcastle.

**Year 2 (Stage 3)**

All students shall take the following compulsory modules:

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

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

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

The modes of teaching and learning are chosen to meet the objectives of each module and are contained in the relevant module outline forms (or MOFs). It should be appreciated that learning is the objective for the student. Lectures do not contain all the material needed to obtain good marks. This means that self-guided private study is a major and essential part of your studies, whose quantity and quality will determine your progress.

Transition from Polytechnic to University studies
Occasionally, students may find the transition from Polytechnic to University difficult, since at University the emphasis is more on managing your own studies and having greater responsibility for your own learning. University study is a serious business involving much more than simply being a regular attendee at lectures, tutorials and practical classes, and submitting the required pieces of course work. A University student is expected to devote most of his or her time and energy to study and related activities. There is, however, plenty of support available. If you feel that you are having problems with your studies, it is important that you seek advice from your personal tutor in the first instance. Your personal tutor is there to provide help and guidance, to oversee your academic development and your performance in individual modules, and to assist you with any problems that may arise.

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

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

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

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

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

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

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

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

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

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

**Revision from notes**

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

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

Academic staff cannot always stop what they are doing to see you at the time you call or request an appointment, so use scheduled classes and only if absolutely essential book such consultations in good time and keep your appointments.

**Reading**

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

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

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

**Managing your time and workload**

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

The most important points are as follows: motivation, and the ability to organise your own time and study.

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### 5. **Graduate Skills Framework**

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

The programme will equip students with academic skills as well as transferable skills such as planning and conducting investigative work, creative in the solution of problems and in the development of designs, integrate and evaluate information and data from a variety of sources, communicate effectively in writing, verbally and graphically, giving oral presentation, work as a member of a team to closely specified goals, learn independently in familiar and unfamiliar situations with open-mindedness and in the spirit of critical enquiry.
Each of your modules will be clearly linked to a series of graduate skills, some of which will be present in the learning and teaching activities and some of which will be assessed. You will be able to identify which skills are present in each module by looking at the module catalogue entry (http://www.ncl.ac.uk/module-catalogue/modules.php). Identifying the skills present in each module that you take will help you to recognise key skills that you can mention in interviews and on your CV.

6. Placements and Study Abroad Opportunities

Students will have the opportunity to spend four weeks in Newcastle in the summer vacation (from July 2017). The purpose of the summer immersion programme is to give students the opportunity to spend time at our Newcastle campus participating in an intensive programme of academic enhancement which aims to complement your studies in Singapore. The programme is intended to develop you as independent professional engineers (especially for final year project) and will include guidance sessions, and the opportunity to meet with Newcastle-based academic staff.

Students will be accommodated in self-catering student flats close to the main Newcastle University campus. There will be an intensive study programme but students will also have plenty of free time to explore Newcastle and the surrounding area. Students will need to budget extra for flight, insurance, food 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 http://www.ncl.ac.uk/singapore/students/immersion/

Section C: Student Support

1. Personal Tutoring

As a student, we want you to make the most of your time at University, and take full advantage of all the services and facilities on offer. Each student will be assigned a personal tutor – an academic member of staff who acts as your first point of contact with the University so that you feel you are being supported both personally and academically. The role of a personal tutor, as described in the Personal Tutoring Framework (http://www.ncl.ac.uk/ltds/assets/documents/qsh-personaltutoring-fwk.pdf) is to facilitate students’ personal and academic growth. You can talk to your personal tutor about anything that is bothering you; whether it is an issue that may be affecting your studies, or you want some information about modules or career options, they are here to help.

Approaching members of staff may seem daunting at first, but by meeting your tutor early and often, you should start to feel comfortable going to them with any problems you might have. At a bare minimum, you should see your personal tutor at least twice during Semester 1 of your first year and then at least once a semester after that. You should take the initiative to schedule meetings with your personal tutor if you need to talk about any difficulties.

For 2016/17, all tutor meetings with Stage 2 undergraduate students will be recorded through ePortfolio at https://portfolio.ncl.ac.uk/ (either you or the tutor can initiate a meeting, through email, phone or ePortfolio). The record can be made after the meeting, and the only requirement is that the record states when the meeting took place. You can also take notes on your meetings and keep them in ePortfolio – this is a good place to keep track of your concerns and any decisions that you are making with the help of your personal tutor. You can be assured that the meeting record on ePortfolio is strictly confidential, and only those people who attended the meeting (and possibly the Senior Tutor) will be able to see your notes.

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

2. Peer Mentoring

All new undergraduate students will be assigned a peer mentor upon arrival at the University. The goal of peer mentoring is to enable all students to make a smooth transition to feeling at home and settled into the University community – academically, socially and culturally – through access to the advice and support of a more experienced peer.
Your peer mentor can serve as a role model and help you to understand what is expected of you at University. Your mentor should also be very approachable and can help answer questions that you might not want to ask staff. Your peer mentor can also tell you about the social scene at the University and help to answer practical questions about banking, sport facilities, the library, etc.

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

### 3. Other Sources of Support in Your School

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

**Degree Programme Director**  
The Degree Programme Director has overall responsibility for the structure and academic content of the degree, subject to approval by the Board of Studies, and for communicating general matters to students. Degree Programme Director has the responsibility to decide whether a student’s academic progress has been satisfactory and to decide whether a student may be permitted to suspend his/her studies for a year.

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

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

### 4. Student Advice Centre

Managing your academic commitments and your personal life can be challenging. If you need a helping hand on wellbeing matters, you are welcome to seek support from either your personal tutor or any staff from the School. The University has a Student Advice Centre – a service of the Students’ Union staffed by professionals who specialise in student concerns, and they can be reached at [student-advice-centre@ncl.ac.uk](mailto:student-advice-centre@ncl.ac.uk).

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

### Section D: What to do if things go wrong

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

If you are ill at any point while at University, you should inform your personal tutor or the School Office as soon as possible. If you are absent for more than three working days (Monday through Friday), you must complete a Student Notice of Absence form. This form should be returned to the School Office or your personal tutor as soon as you are able to return to studies. If you are absent for more than seven working days, you must obtain a medical certificate from your doctor and send it to the School Office as well. The Student Notice of Absence form should also be used for absences other than sickness – i.e. when you need to be away from the University for personal reasons.

If you believe that your absence has affected your academic performance in an assessment (coursework or exam) or prevented you from attending a required session, you should inform your personal tutor. You should also fill in a Personal Extenuating Circumstances (PEC) form to explain how your illness has affected your studies. If you are reluctant for any details to be known, even to your tutor, because they are sensitive, then you can provide a confidential letter and information in a sealed envelope for the Chair of the School
PEC committee.

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

### 2. Personal Extenuating Circumstances

If you believe that your performance has been affected by illness or other personal circumstances, then you should first discuss with your personal tutor (who will treat anything you say in strict confidence). He/She may advise you to fill in a Personal Extenuating Circumstances (PEC) form. If you do so, the form will only be seen by those people who need to know in order to help you.

The PEC form is the best way of communicating any personal or medical problems that might have affected your performance. This one form will be a way of telling the School about your problems, providing evidence, and requesting a number of types of adjustment (coursework extensions, exam deferrals, or Board of Examiners discretion). You must provide evidence.

Information on how to fill in the form and the types of evidence you should provide can be found at http://www.ncl.ac.uk/students/progress/student-resources/help/.

In general, you must ensure that:

- You provide clear evidence of all problems and the period of impact (i.e., how long you were affected). A doctor’s note, letter from your employer, or statement of support from your personal tutor can all be submitted as evidence.
- You must be specific about the problem.
- You must be precise about how your work was affected (e.g., that you didn’t have enough time to complete or that you missed so many hours of class).
- You must indicate how long the problems lasted.
- You must list all modules and assessments that were affected.

In general, the more specific the problem, the easier it is for the PEC Committee to understand and support your case. The more independent third-party evidence that there is, the more likely the PEC Committee is to support the case.

Once a decision has been made, you will be notified. For decisions regarding extensions to coursework, you will likely be notified within a few days. All other decisions will be considered at a meeting of the PEC Committee.

### 3. Change of Circumstances (Transfer, Suspend Studies or Withdraw)

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

Permission to make these changes often depends upon approval from the Director of Operations.

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

### 4. Complaints and Appeals

The Student Complaints Procedure is the University’s formal complaints procedure under the Student Charter. It is intended to allow students to make a complaint about a service, a member of staff or another student within the University. The procedure applies to all formal complaints, including those related to harassment or racial equality. You can seek advice on the complaints procedure from Student Progress Service: http://www.ncl.ac.uk/students/progress/Regulations/SPS/complaints.htm.
A complaint can be made on nearly any aspect of your academic studies, but you should be prepared to provide evidence to support any allegation. Please note: a complaint cannot be used to seek to overturn the academic decision of examiners. In all cases you should consider trying to resolve your complaint informally with the individual concerned. Usually, before a formal complaint is accepted, you should have tried to resolve the issue informally.

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

There are only three possible grounds for appeal:

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

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

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

Section E: Assessment and Feedback

1. Coursework Submission

It is important that you are aware of all submission deadlines by which your assessments are due so that you can manage your time appropriately throughout the semester. All deadlines will be made known in advance. Any changes in assessment deadlines will be communicated to you in advance, so that you can plan how to manage your time.

Across the University, Schools and lecturers ask students to submit their coursework in a variety of ways (i.e. through Blackboard, NESS, or in hard copy). Before submitting, make sure that you know exactly how to submit.

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

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

2. Turnitin and Plagiarism

Beginning in 2016-17, plagiarism checks have become compulsory on all appropriate assessments. Turnitin checks work submitted to it against a database of web pages, academic articles and books, and other students’ papers (from Newcastle and other universities) and highlights any matches between your work and those other sources. Matching text does not necessarily mean that you have plagiarised, since you may have correctly referenced text from other source.

When you submit your assignments, you will be told whether you need to submit them directly to Turnitin. There are some file restrictions and file size restrictions, and you will be given guidance on what you can and cannot submit. You should always ask your lecturer if you have any questions about a specific assignment.

The University takes plagiarism and academic conduct very seriously, and you are expected to know how to reference other sources correctly.
3. **Late Submission of Assessed Work**

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

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

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

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

4. **Examinations**

University exam period dates are published several years in advance ([http://www.ncl.ac.uk/students/progress/exams/exams/ExaminationDates.htm](http://www.ncl.ac.uk/students/progress/exams/exams/ExaminationDates.htm)). There are three main University examination periods each academic year, Semester One examinations in January, Semester Two examinations in May/June and the Resit examinations in August.

The University published a provisional exam timetable about 2 months in advance, so that you can check there are no clashes between your modules. A final exam timetable is published about one month before the exam period. It is your responsibility to check the timetable. You must also read and understand the Rules for University Examinations, which explain how you are expected to behave during exams: [http://www.ncl.ac.uk/students/progress/exams/exams/examrules.htm](http://www.ncl.ac.uk/students/progress/exams/exams/examrules.htm).

The University has a calculator policy for examinations. Beginning in 2015/16, new students can only use three models of calculator (Casio FX-83GTPLUS, Casio FX-85GTPLUS, or Casio FX-115MS – or any discontinued models of the same calculator). Current students who have already purchased a calculator and have an ‘approved’ sticker may continue to use it.

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

If you have a disability or specific learning difficulty, you may require special arrangements for your exams. On submission of relevant medical documentation, for example, you may be allowed extra time and/or an alternative venue. More information can be found at ([http://www.ncl.ac.uk/students/wellbeing/disability-support/support/examinations.htm](http://www.ncl.ac.uk/students/wellbeing/disability-support/support/examinations.htm)). If you think that this may apply to you, you should inform the appropriate people, your Personal Tutor, Director of Operations or Degree Programme Coordinator as soon as possible to discuss any special requirements.

Examinations will generally take place in SIT Building at Nanyang Polytechnic campus, unless otherwise stated.

5. **Feedback on Assignments**

You will receive feedback on all of your coursework and exams. University policy states that feedback on coursework must be returned within 20 working days (Monday-Friday, not including Public Holidays). Exam feedback must be returned within 20 working days from the end of the exam period; if this date falls during summer holidays, then it must be received at the start of the next semester/term. If feedback is going to be returned late for any reason, you will be informed in advance and told when you should expect to receive your feedback.

You will receive feedback in a variety of ways: written on your work, given verbally in lectures or tutorials, or provided on Blackboard or NESS. Feedback may come from lecturers, from your student peers, or from yourself. Learning to give yourself feedback is an important skill that you will continue to use after University. You are expected to use your feedback by looking at your work, the criteria for the work, and the feedback comments and thinking about how you can improve in future assessments.
Feedback on exams may be given in the form of general feedback to the entire cohort. This feedback may include, for example, information on what made good answers and poor answers on the exam, statistical information to show you how you are doing compared to the rest of the cohort, and/or feedback on exam strategies. You do have the right to request individual feedback, and students who are re-sitting exams should contact module leaders for feedback at least four weeks before the re-sit exam.

6. Marking Criteria

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

All markers will assess your work using the marking criteria available. You may also receive more specific marking criteria for particular pieces of work; these will be made available by the module leader.

Following examinations marking will be conducted, the examiners use their judgement to code each student’s performance. Each mark range reflects achievement in the assessment (for that module). This done by using marking criteria outlined below:

FIRST CLASS HONOURS 70%-100%
A performance in this range is distinguished by both breadth and depth of knowledge about the subject material, showing comprehensive awareness, and detailed understanding, interpretation and evaluation. There will be substantial evidence of critical analysis and the ability to apply knowledge to unseen situations. Material will be presented within a clear logical/systematic framework throughout and will demonstrate reading beyond the course material and the ability to employ critical reflection. Assignments such as an individual project report will be well-structured and well-referenced.

The deciles within this class may be categorised as

Professional Standard (90% - 100%)
It should be rare for a mark to be awarded within this range, but it should certainly be achievable for an individual component of assessment (e.g. a piece of coursework, or an examination question). It should be awarded for work demonstrating outstanding and comprehensive understanding, with critical analysis and evaluation. In an examination situation the student will have presented a complete answer in a fully cogent manner, with no substantive errors or omissions. In individual project work there will be material which may be publishable.

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

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

SECOND CLASS HONOURS, FIRST DIVISION 60%-69%
A performance in this range is one that demonstrates a sound/thorough understanding of material beyond that presented in the course, with breadth of knowledge but lacking in some depth, or vice versa. Critical analysis and the ability to apply knowledge to unfamiliar situations will be present, and work submitted will be relevant to the module/topic aims and objectives but not give a full treatment, relying to some extent on course material and likely to contain a few errors or omissions. Individual project work will be well presented and structured but with some limitations as to insight and critical evaluation.

SECOND CLASS HONOURS, SECOND DIVISION 50%-59%
A performance in this range is one that relies substantially on course material only and demonstrates breadth of knowledge but lacking depth. Critical analysis will be limited and there will also be only limited evidence of being able to apply knowledge to unfamiliar situations. Work presented will be relevant to the module/topic aims and objectives but rely largely on course material and contain some errors of understanding and of fact. An individual project will demonstrate competence but with only limited evidence of flair.

PASS 40%-49%
A performance in this range is evidenced by an understanding of material that lacks depth. There may be omission of some relevant material and/or partial use of irrelevant material. It is likely to contain errors of understanding and fact. An individual project at Levels below 7 will be adequately structured and presented but unbalanced/ with some components poorly constructed, e.g. inadequate/poor referencing. For individual projects at Level 7 a mark in this range suggests that the situation is potentially recoverable with some rewriting but little or no additional development.

FAIL 0%-39%
A performance in this range is evidenced by a weak attempt that demonstrates lack of overall knowledge of the subject area, and inability to develop a cogent argument in any aspect. Much of the material presented will be sketchy and/or irrelevant. In an individual project the student will have failed to apply themselves to the task in hand and/or presented a superficial view of it.

A performance in this range may be further classified as

**Borderline (compensable) 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 questions. 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).

### 7. Marking and Moderation Processes

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

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

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

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

### 8. How Assessment Affects Your Progress

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

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

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

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

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

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

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

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

Section F: Student Representation and Feedback

1. Overview

The University values your opinion very highly – we want to know when things are going well and when you think things can be fixed. We have a number of ways of trying to get student feedback, including module evaluations and student participation on committees. It is important that you take these questionnaires and opportunities seriously and give your honest opinion. It is also important that you provide specific evidence of what is going right or not so well – it helps us when we know more specifically what is going on – and that you are respectful in the types of comments that you provide.
There is more information about student opinion – and some information about actions that have been taken by the University as a result of your opinions – on the ‘You Said We Did’ website (https://internal.ncl.ac.uk/yousaidwedid/).

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

2. Module and Stage Evaluations

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

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

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

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

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

3. External Surveys

In addition to module evaluations, which focus on specific modules, the University also uses several external surveys to gauge your overall opinion of your time at the University. One of them is the National Student Survey (NSS) – an annual survey of all final-year students, which runs from February through April. More information about the external surveys given by the University is available here: https://internal.ncl.ac.uk/yousaidwedid/external-surveys/

4. Student Representation on Committees

You will have an opportunity to elect student representatives within your School. You may wish to be a student representative yourself! Student representatives are a crucial link between the student body and staff, since they find out what other students are thinking and can work through agendas to help improve the student experience. Even if you are not a student representative, you will be able to contribute to the agenda – tell your representative what you think should be discussed! – and read the minutes of the meeting afterwards.

Course representatives elected by their peers will participate in the Student-Staff Committee, which is chaired by a student and has a student secretary. The Staff-Student Committee usually meets twice a semester and is the main opportunity for staff and students to discuss the business associated with the School. Discussion can range from how coursework is assessed and the quality of the teaching to very minor matters.

Course representatives are also asked to attend the Board of Studies, which oversees teaching activities in the School and it is chaired by the Director of Operations. It has responsibility for maintaining the standards of degree programmes, and a key part of this role is to respond to issues relating to learning and teaching, including those raised by Student-Staff Committee. The Chair and Secretary of SSC who are both course representatives are members of the Board of Studies. The membership should include student representatives to cover all the programmes for which the Board is responsible, and as many stages of each programme as is practical to ensure adequate representation.
School representatives are appointed by the Students Union to represent their School at the Faculty Learning, Teaching and Student Experience Committee (FLTSEC). Each School should have one undergraduate representative. These representatives take opinions from the student body to a bigger Faculty committee and have a direct voice in decisions that are being made across the Faculty.

The Students’ Union provides training for course representatives, chairs and secretaries – more information is available here: http://www.nusu.co.uk/representation/

Section G: Ensuring the Quality of Your Degree

1. Mechanisms for Ensuring the Quality of Your Degree

The University is responsible for ensuring the quality and standards of all academic awards made in its name. You should have confidence that there are a number of people – inside your School, across the University, and outside the University – who review your degree programme and ensure that it is up-to-date, consistent in its treatment of students, appropriate in its forms of teaching and assessment, and of the highest standards.

The key mechanisms are described below:

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

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

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

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

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

Students should not contact external examiners directly, but they can engage with the process through which the University considers and responds to external examiners by participation in Boards of Studies, Student Staff Committee, and FLTSEC. You can engage directly with LTR by volunteering to meet with the panel (if there is an LTR while you are a student) or by volunteering to serve as a student panel member for an LTR in another School. You can engage with AMR and external examining through the student representation system and by participating in School and Faculty committees.

Professional Accreditation
Accreditation is awarded to higher education programmes that meet the educational requirements of the UK Standard for Professional Engineering Competence (UK-SPEC). It centres on a review of a programme’s content and delivery and includes areas such as relevance, coherence, challenge, assessment, staffing, quality assurance and resources. The IET is one of the world’s leading professional societies for the engineering and technology community and IET accreditation, licensed by the Engineering Council, covers a broad spectrum of
engineering and technology subjects. It is recognised around the world as an indicator of quality through the Washington and Sydney accords, governed by the International Engineering Alliance (IEA). The School is currently working towards the accreditation for the degree programme.

Section H: Resources and Other Information

1. Library

Nanyang Polytechnic Library

The Library is strategically located on Levels 4 and 5 of the Campus Centre with nearly 1,500 study places. A wide range of books, journals, audio-visual materials and electronic information resources are provided to support the information and research needs of every student. Further information can be found on the Library’s homepage [https://library.nyp.edu.sg/NYPLibraryPortal/home](https://library.nyp.edu.sg/NYPLibraryPortal/home)

Newcastle University Libraries

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

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

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

The libraries house over 1 million books, subscribe to over 26,000 journals and provide access to more than 6 million e-books. Library Search ([http://libsearch.ncl.ac.uk](http://libsearch.ncl.ac.uk)) can be used to locate books, ebooks, journal articles and a lot more information using a single search. High demand items can be found in the Student Text Collection (STC) and are bookable online.

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

Printing and Photocopying

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

2. Computing

You are encouraged to use computing facilities for word-processing, data handling and analysis. The use of computers will also be incorporated into the teaching programmes for most modules, and you will often prepare and submit coursework electronically.

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

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

ePortfolio:

You are able to make use of the ePortfolio tool to record, reflect and evidence the skills, knowledge and abilities which you develop during your time at Newcastle University. By using ePortfolio you will give yourself a definite advantage when it comes to applying for jobs or further study. This electronic tool enables you to collate your thoughts, plans and achievements and build on them for the future. You can also use this to record your Personal Tutor meetings. This facility is secure and private; only you have access to the information contained here, unless you make it available to others. The only exception to this is the information you provide to your Personal Tutor which is available to you both and no one else.

To start using ePortfolio, or to learn more about it, please log into ePortfolio via [https://portfolio.ncl.ac.uk/](https://portfolio.ncl.ac.uk/)
Blackboard:
Information on your modules is available on Blackboard which all students are able to log on to using their University username and password. Some lecturers will use Blackboard to a greater extent than others, but you can expect to find, as a minimum, for each module, contact details for the lecturers teaching the module, the module outline and lecture notes and other teaching materials for the module or links to these documents. Blackboard is available at https://blackboard.ncl.ac.uk/webapps/portal/frameset.jsp

3. Careers Service

Students can approach SIT Career Service for enquiry. For more information, see http://www.singaporetech.edu.sg/career-services/sit-career-services. Students looking for employment in the United Kingdom can also access the international student section of Newcastle University’s Careers Service website http://www.ncl.ac.uk/careers/explore/international. There are a number of learning resources available for academic writing and general writing skills at http://www.ncl.ac.uk/students/wdc/learning/.

4. Health and Safety

For the benefit of all, students are expected to behave in a responsible manner. The University and SIT, through its risk assessments, 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 which are set out in the University Safety Policy (http://www.ncl.ac.uk/ohss/about/policy.htm) and the respective school safety policies. It is especially important that the University fire safety rules are complied with, as these are in place in order to protect lives.

There are additional specific policy supplements and guidance available on the University Occupational Health and Safety Service website: http://www.ncl.ac.uk/ohss/.

Smoking is prohibited in lecture and seminar rooms, corridors, staircases and toilets. Food and drinks are not allowed in lecture theatres, laboratories, computing rooms or during examinations.

Medical Coverage
Information on student medical coverage can be found in the SIT student handbook.

5. Dignity at Work and Study

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

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

6. Newcastle University Student Union

Welcome to Newcastle University Students’ Union! The Union is an organisation which is run by students to help all students of Newcastle University to get the most out of their time while they are studying.

Officers: the Union is run by six student officers who are elected each year by the student body to make sure that the Union does everything that students want and need. Elections are announced by the Students’ Union and take place at different times of the academic year. As well as the full-time officers, there are 18 part-time officers who are student volunteers and who help to run the
Union. Each of these officers has their own particular area in which they represent you.

**Welfare:** one of the most important things that the Union does is to provide support for all of our students about finance, housing, sexual health, student safety and anything else that affects you during your time at University.

**Societies:** the Students’ Union oversees over 150 societies in the United Kingdom, each run by students. These societies range from faith-based societies, like the Catholic Society and the Hindu and Sikh Society, to country-based societies, such as the Singapore Society and the Malaysian Society, to societies based on hobbies, interests and courses, like the Tango Society and the Modern Languages Society.

**Course Representatives:** it is important that your voice is heard when it comes to your education and your degree programme. The Students’ Union runs a system called “Course Representatives” where a member of your cohort represents the students and lets staff know what students think, which parts of the programme are good, and how the programme could be improved. This is an integral part of being a student at Newcastle University as all of our teaching and learning is a partnership between the students and the teaching staff.

**Campaigns:** the Students’ Union runs various campaigns throughout the year to ensure the best possible experience for students. These campaigns range from national demonstrations about funding for Universities to local campaigns about student safety.

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

### 7. Other University Policies and Procedures Relating to Students

Further details of many of these can also be found on the Student Progress Service’s web site at: [http://www.ncl.ac.uk/student-progress/](http://www.ncl.ac.uk/student-progress/)

Disability Legislation - [http://www.ncl.ac.uk/students/wellbeing/disability-support/legislation.htm](http://www.ncl.ac.uk/students/wellbeing/disability-support/legislation.htm)