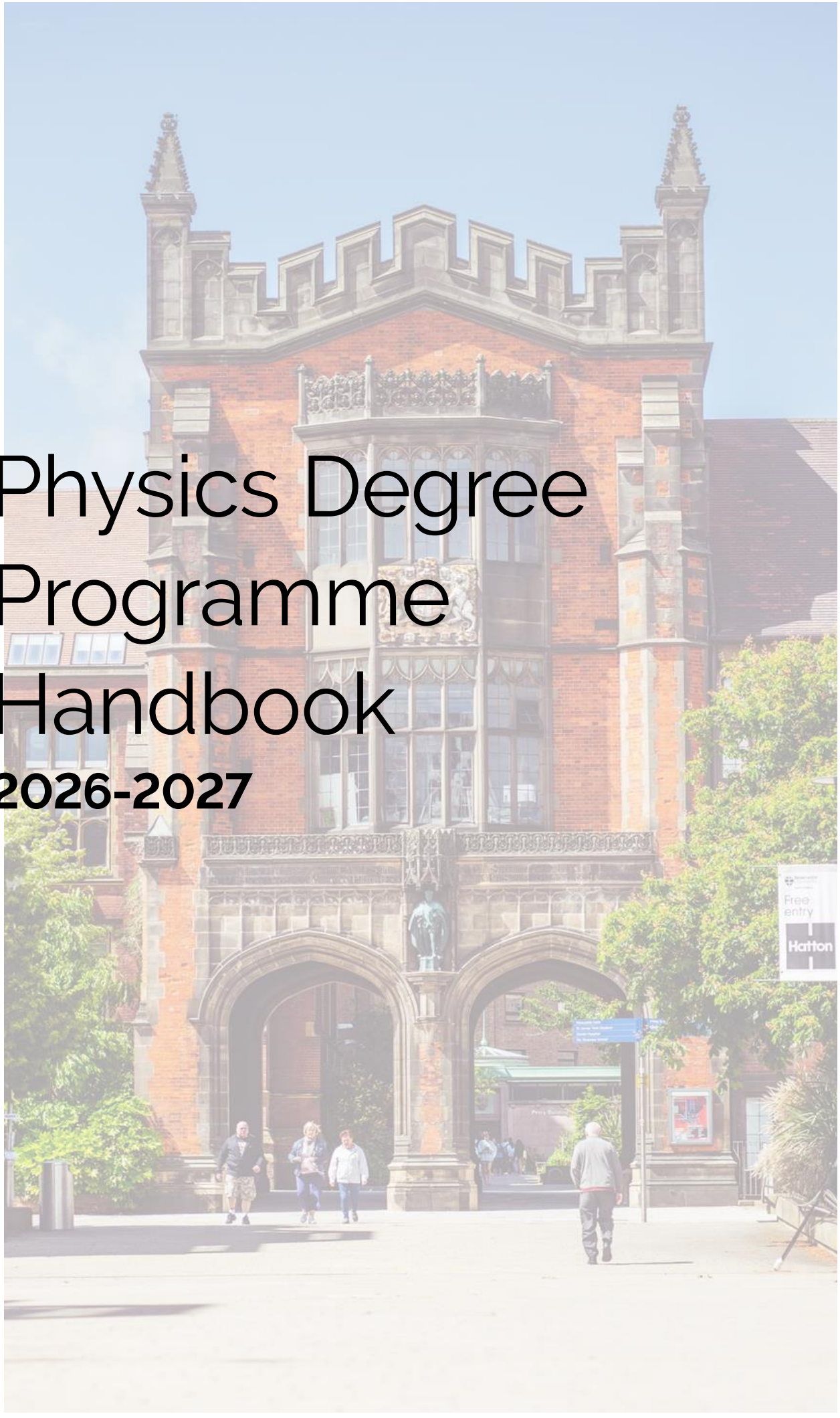


Physics Degree Programme Handbook

2026-2027

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Section A Introduction and Key Information

A.1 Welcome message and key contacts*

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

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

The School is responsible not only for teaching students, but also for extending knowledge of Mathematics, Statistics and Physics through research. In particular, we endeavour:

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

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

· To advance the subjects of Mathematics, Statistics and Physics by producing original contributions to knowledge.

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

David Seifert
Head of School

A.2 Summary of programme commitments*

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

Average number of contact hours for this Stage/programme	See page 10.
Mode of delivery	The School's degree programmes are delivered in full time linear mode and fit within the University's standard pattern of terms and semesters
Normal notice period for changes to the timetable, including rescheduled classes	Where possible, at least one week's notice will be given for timetabling changes. In the event of this happening students will be contacted by email.
Normal notice period for changes to the curriculum or assessment	Changes after you register for the academic year are rare and are generally unavoidable. If changes are required, they will be made in the previous semester
Normal deadline for feedback on submitted work (coursework)	See Section E: Assessment and Feedback, Feedback on Assignments on page 18
Normal deadline for feedback on examinations	See Section E: Assessment and Feedback, Feedback on Assignments on page 18
Professional recognition	All of the School's Physics programmes are accredited by the Institute of Physics (IOP). They are recognised as meeting the educational requirements for IOP membership at the appropriate level Associate member during Undergraduate study, or full member after graduating).IOP membership / associate membership is not automatic and must be applied for directly with the IOP. Accredited degree programmes also meet the educational requirements for the Chartered Physicist designation (CPhys) when followed by some additional study or experience.
Assessment methods and criteria	See Section E: Assessment and Feedback on page 18
Academic guidance and support	See Section C: Student Support page on page 11

Important School Contact Details

School of Mathematics, Statistics and Physics
Herschel Building, Newcastle University, Newcastle upon Tyne NE1 7RU
Website: www.ncl.ac.uk/maths-physics
Email: maths.physics@ncl.ac.uk
Telephone: 0191 208 3944

Head of School
Professor David Seifert, Email: david.seifert@newcastle.ac.uk

Director of Education
Dr Martina Balagovic, Email: martina.balagovic@newcastle.ac.uk

Undergraduate Degree Programme Director (DPD)
Professor Ian Moss, Email: ian.moss@newcastle.ac.uk

Director of Academic Advising
Dr Kate Henderson, Email: kate.henderson2@newcastle.ac.uk

Transition Officer and Stage 1 Coordinator
Dr Paul Branch, Email: paul.branch@newcastle.ac.uk

Stage Coordinators
Stage 2: Dr Matthew Crowe, Email: matthew.crowe2@newcastle.ac.uk

Stages 3&4: Professor Nick Proukakis, Email: nikolaos.proukakis@newcastle.ac.uk

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

School Education Manager
Andrew Wade, Email: andrew.wade@newcastle.ac.uk

School Education Team Leader
Ross Johnson, Email: Ross.Johnson@newcastle.ac.uk

School Education Administrator
Harrison Rogers, Email: harrison.rogers@newcastle.ac.uk

School Education Assistant
Grace Argyle, Email: Grace.Argyle@newcastle.ac.uk

A.3 Key Dates and timetables*

Key Dates

2026-2027 Semester and Term Dates

Term	***Start date***	***End date***
Autumn	*Monday 21 September 2026*	*Friday 11 December 2026*
Spring	*Monday 4 January 2027*	*Thursday 25 March 2027*
Summer	*Monday 19 April 2027*	*Friday 4 June 2027*
Semester	***Start date***	***End date***
One	*Monday 21 September 2026*	*Friday 22 January 2027*
Two	*Monday 25 January 2027*	*Friday 4 June 2027*
Three	*Monday 7 June 2027*	*Friday 10 September 2027*

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. Induction will take place in the week commencing 21 September 2026. Each semester has 11 teaching weeks.

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

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

You must ensure that you are available during all term time periods and examination periods. This includes the August resit period, not being able to make an exam (or submit an assessment) in the August period due to activities organized prior to knowing you would have an exam or assessment in this period (as may be the case with a resit exam for example), is NOT a valid reason for not being able to attend an exam or submit assessment during this period.

University Timetable

Your timetable and supporting information can be found at your university timetable webpages and the Newcastle University Student Portal. Check your timetable daily as this can be subject to change in the first few weeks. Contact your school office using their email maths.physics@newcastle.ac.uk for any issues with your personal timetable. More contact details are available on the Faculties, Schools and Research Units webpages.

Your timetabled teaching can take place between 09.00 and 18.30, Monday to Thursday, and 09.00am and 17.30pm on Friday.

A.4 The Student Charter

The Student Charter explains exactly what you can expect from the University during your time on campus and, in turn, what is expected of you. Please read this carefully to make sure that this is clear.

The Student Disciplinary Procedure applies to any student who is alleged to have breached the University's behavioural expectations as set out in the Behavioural Code of Conduct, included within the Student Charter. This procedure applies to any student who breaches either academic or non-academic codes of conduct (disruption, anti-social behaviour, theft and fraud, violent behaviour, sexual misconduct, harassment, hate crime, criminal offences, etc.)

A.5 Student attendance and engagement

It has been demonstrated that good engagement with your programme plays an important part in leading to successful outcomes. It is important that you adhere to the University's Regulations, interact with all required learning activities and attend all timetabled sessions provided in a punctual manner. The University also has an obligation to monitor the attendance and engagement of international students living in the UK, reporting to UK Visas and Immigration (UKVI) on any international student who is not engaging with their studies.

You can learn more about how the University monitors attendance, engagement and how to notify us if you are absent on the Attendance and Engagement webpages.

If you are struggling and need support with your attendance, please contact your Academic Adviser, supervisor or Stage Coordinator.

Section B Your programme*

B.1 Overview and important definitions*

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Module	An element within a programme of study. The size of the module (relative to the programme as a whole) is measured with reference to your learning time. The normal undergraduate academic year is 120 credits, and the normal postgraduate year is 180 credits. Your total study time is expected to total 100 hours for each 10-credit module.
Compulsory modules	Modules that you must take to fulfil the requirements of the Degree Programme.
Core modules	Modules which you must PASS to be allowed to proceed.
Optional modules	Modules which you can choose to take because they suit your interests and career aspirations.
Aims	Each programme will have a set of aims that explains the overall goals of the programme. These aims will relate to programme structure, student outcomes, placements (where relevant), and accrediting bodies (where relevant). Modules will also have a set of aims that explains the primary objectives of each specific module.
Learning outcomes	Each programme will have a set of learning outcomes that specifies the skills and knowledge that students are expected to develop over the course of the programme. Modules will also have specific skills outcomes and knowledge outcomes that specify what you will learn and what skills you will develop on each module.
Degree programme regulations	Explain which modules can be taken, programme-specific progression rules (i.e. how to ensure that you advance to the next stage), and programme-specific degree classification rules (i.e., how your final degree classification will be determined). All degree programme regulations can be found on the regulation webpages.
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.
Present-in-person (PIP)	Activities that require your participation and attendance, on-campus.
Face-to-face	Synchronous activities in which students and/or lecturers are interacting at the same time. These may be online or present-in-person sessions on campus.
Synchronous	Learning, teaching and assessment activity that happens at the same time for all involved.

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

B.2 Degree programme aims and regulations*

The programme aims:

- to provide opportunities for students to undertake a broad-based education in Physics and to acquire the appropriate knowledge and understanding of key physical principles and their application to real world challenges;
- to produce graduates who will be equipped to enter employment in relevant industry, the professions or public service, or to follow a postgraduate route into research, industry or academia, or to apply the skills learnt in a range of areas outside of physics or academia;
- to allow for the development of increased knowledge in areas of specialisation and develop techniques to support self-learning of concepts;
- to give experience of group activities;
- to produce graduates who will meet the accreditation requirements of the Institute of Physics;
- to provide a qualification which meets the designated learning outcomes at the appropriate level of the National Qualifications framework for the degree programme the student is registered on.

Your degree programme regulations detail the specifics of your course including compulsory and optional modules, requirements for the degree programme and Stage weightings used in the calculation of your degree classification.

Degree programme regulations can be found on the regulation webpages.

B.3 Modules and module choice*

Your degree programme regulations will explain which modules are compulsory, core and/or optional. You can look up information on each module in the Module Catalogue.

As a continuing student (except if you are final year), you will use the Student Portal to select and /or confirm your modules in April for the following academic year. The modules that are available to choose from are only available if they are associated with your programme as listed in the degree programme regulations for your programme. It is possible to take modules not listed in the degree programme regulations for your programme; however you are required to obtain permission from the Degree Programme Director (DPD) to do this.

If you have any questions about modules and the choices on offer, please contact maths.physics@newcastle.ac.uk for further information.

B.4 Teaching and contact hours*

You will receive a balanced and varied approach to teaching to help you learn. The University has definitions of the key types of teaching which can be viewed on the MOFs guidance document but the amount and types of contact time vary quite a bit between modules, stages, and programmes.

Your programme is delivered on a present-in-person model and you will be required to regularly attend campus for teaching and other sessions. Face to face sessions are supported by online learning materials and information.

To support you in understanding and making the most of the variety of learning and teaching opportunities, please take a look at the information and guidance on the Academic Skills Kit.

B.5 Education for Life Skills and Attributes Framework*

The University has created the Education for Life Skills and Attributes Framework to help you identify and develop key skills and attributes. These can help you shape your future and you can use them as evidence in future job applications. There will be opportunities to develop these skills throughout your time as a Newcastle University student, and you will be able to reflect on your progress with your Academic Advisor. You can also get these formally recognised through our ncl+Award.

B.6 Additional costs*

N/A

B.7 Placements and study abroad opportunities*

If you would like to spend a semester or a year abroad, you should discuss this with the Degree Programme Director or the International Coordinator, Dr Lee Fawcett (email lee.fawcett@ncl.ac.uk). The University also supports opportunities for undertaking *Work placements*.

B.8 Changes to your programme*

The University recognises that students invest time and personal effort in their studies and need timely dialogue and clarity of options when unexpected changes occur. The School of Mathematics, Statistics and Physics will act transparently and enter dialogue with students to identify options and minimise the impact on students affected by changes to programmes.

More information can be found on the Programme Approval and Changes webpages.
https://www.ncl.ac.uk/ltds/governance/modules/approval-and-changes/

Section C Support for your studies*

C.1 Academic Advising and other support available*

You will have an Academic Adviser assigned to you when you first start at the university. Your Academic Adviser provides you with ongoing, personalised support for your academic progress and personal development to help you become an independent, confident learner. They provide you with opportunities to engage in structured interactions related to planning and setting goals for success, and signpost you to other forms of academic guidance, wellbeing support and wider university services according to your needs and goals.

Your Academic Adviser also provides references and supporting statements for you when required to support your career development and progress following your degree programme.

Your adviser needs to know you well enough to write you a strong reference. This makes it especially important that you attend all offered meetings, send updates, and proactively seek guidance when you are unsure.Information about your Academic Adviser will be provided by your school, and once added to your student record, will be displayed alongside your programme details in the Student Portal. You will also be able to find information in 'MyProgress', the digital system for Academic Advising, which can be accessed via Canvas.

If you wish, it is possible to change your Academic Advisor. You don't need to give any reason for changing your Academic Adviser, and your School will be able to explain the procedures for doing so.

You will have had a personal tutor assigned to you when you first started at the university. They are there to help you make the most of your studies. From September 2026, personal tutors will be known as Academic Advisers.

Information about your Academic Adviser will be provided by your school and will be displayed alongside your programme details in the Student Portal. You will also be able to find information in MyProgress, the digital system for Academic Advising which can be accessed via Canvas. If you wish, it is possible to change your Academic Adviser. You don't need to give any reason for changing your adviser, and your School will be able to explain the procedures for doing so.

If you need any advice about your studies, you should contact your Academic Adviser, as you did when they were your personal tutor. In addition to providing advice and answering any questions, your Academic Adviser will encourage you to review your progress, reflect on your abilities, and set and achieve academic study and career goals. Your Academic Adviser will also refer and signpost you to other academic guidance, wellbeing support, and wider university services when this may be helpful. At the end of your degree, you can ask your Academic Adviser to provide you with references for employment or further study. For these to be useful, your adviser 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 you are unsure of who to approach for guidance, your Academic Adviser can help you work out who is best placed to support you.

The **Transition Officer** is a member of staff dedicated to managing and supporting Stage 1 students in the Transition from pre-university study to studying at university. The Transition Officer provides extended pastoral and academic support to Stage 1 students. They are available to help with any queries Stage 1 students may have. They will support Stage 1 students throughout the year, providing study skills support and guidance, and provided regular updates on important information relevant to Stage 1 students such as deadlines, timetable changes, exams etc. The Transition Officer can provide confidential pastoral guidance, support and signposting. They also provide additional academic support on any Stage 1 module. The Transition Officer also monitors the attendance, assignment submission and performance of Stage 1 students, and provides early intervention if any concerns are identified. Your Academic Adviser may refer you to the Transition Officer to discuss pastoral or academic issues.

Each stage has a **Stage Coordinator**. The Stage Coordinator is responsible for students in a particular stage. They ensure that published module content meets the standards set by the School, they coordinate coursework deadlines at a stage level to ensure student workload is

appropriate across the course of the year. They will communicate important information relating to a particular stage.

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

The **Director of Academic Advising** is responsible for ensuring that academic advising is working effectively in your School. They ensure that expectations for academic advising are met, circulate relevant information about academic advising to you and other students in your School, and support your Academic Adviser to deliver their very best advising. You can contact your Director of Academic Advising if you have concerns about the academic advising or wider academic support offered to you. Your Academic Adviser or another member of staff may signpost you to the Director of Academic Advising for more specialised academic support.

Your **Student Wellbeing Adviser** is a member of the University Health and Wellbeing Service staff who is based in your School and provides a confidential space for advice, guidance, and signposting should you experience wellbeing difficulties. They support you in navigating the wide range of services available within the university and can also signpost to appropriate external support. You can access your Student Wellbeing Adviser by contacting their School's dedicated email, attending a drop-in session, or through referral from an Academic Adviser or other member of School staff.

Find out more about Academic Advisers and other support available here: Support in your School.

C.2 Tools for study and revision*

Academic Support:

To access additional academic support, please take a look at the **Academic Support webpages**.

In addition, please also visit the **Academic Skills Kit** to get started and bookmark useful resources to use throughout your studies. The Academic Skills Kit is a website and online resource which has the advice you need to develop your academic practice and study skills.

The **Academic Skills Team** can help you become a confident and successful independent learner. You can sign up for group workshops as part of the Your Skills Programme, where sessions cover all aspects of academic skills and will support you to take your skills further. The team also offers one-to-one appointments to help you explore specific issues in depth. Book your appointment to meet them in-person at the Philip Robinson Library or online. Throughout the year, the Academic Skills Team runs events such as drop-ins across the campus.

In Stage 1 the **Transition Officer** can provide academic support on any aspect of the Stage 1 course. The Transition Officer will have weekly drop-in office hours and bookable slots.

Stage 1 students will also be supported academically by **Peer Tutors**. Peer Tutors are high achieving Stage 4 students on the relevant degree programme who can provide academic support on any aspect of the Stage 1 course. Peer Tutors will be available during term-time in a timetabled weekly drop-in session and via bookable one-to-one sessions.

Maths-Aid:

Maths-Aid tutors can help all undergraduate (UG) and postgraduate taught (PGT) students who are not in the School of Maths, Stats & Physics (MSP) (except for Stage 1 UGs from the School

of MSP, who can use the service). They cannot assist you with any assessed work, but can help by providing similar examples so you can learn how to do it yourself.

More information is also available from the Maths Aid website, where you can make an appointment.

Get Ready to Study: Study Skills for Stage 1

Get Ready to Study enables you to strengthen your study skills with resources created with students, for students. This will provide you with the core skills you will need during Stage One of your degree. Our resources are accompanied by blog posts written by students, who share their experiences and what they learned in their first year of university.

C.3 University library and learning resources*

See your Canvas induction for details on all the resources that are available through the library.

Link	About
University Library	Location and opening hours of each library
Library Search	For your wider reading to help identify the library resources you need for your assignments.
Subject Guides	Specialised information for your discipline
Library Help	24/7 help with finding information and developing your academic practice
Book an appointment	Book a one-to-one with the Academic Skills or Library Liaison teams
Special Collections & Archives	Rare and historic books, unique collections and archives at the Philip Robinson Library.

Contact the Liaison Librarian for your School via libliaison@ncl.ac.uk for subject-related advice.

C.4 Copyright and Intellectual Property

Most materials, including books, plays, journals and newspaper articles, artistic works, films, music, computer software, and typographic arrangements, are protected by copyright law, governed principally by the Copyright, Designs and Patents Act 1988, and subsequent regulations.

Students and staff of the University should be aware of the issues involved. This affects:

- Teaching material and lecture notes
- Photocopying, scanning or digitising
- Using audio/video material for presentations or coursework
- Saving or printing material from electronic resources, e.g., e-journals or databases
- Using quotations or abstracts from other works in essays, projects and theses.
- Uploading book chapters, journal articles, etc. to AI tools

For guidance on what can be copied under what circumstances, please check out the library's online guide on Copyright and Intellectual Property rights.

C.5 In-Sessional Academic English:

The In-Sessional English team are here to support your English language requirements, if you need it, to support you in your academic studies. With a range of classes and lessons on offer each week, the team are ready and available to support a range of key skills, such as reading, writing, listening and speaking.

For more information, please visit the In-Sessional Programme webpages and your Canvas Induction.

Section D Absence and change of circumstances*.

If you are ill or away from the University for personal reasons

If you are unwell or unable to attend your teaching, please let your Academic Adviser know as soon as possible.

Where illness or other reasons prevent you from studying for more than three working days, you will need to follow the Student Sickness and Absence procedure and complete an absence request form via Student Portal.

Students should refrain from emailing Professional Support staff, Module Leaders, Academic Advisers or DPDs to ask when a reply will be received, as this may delay the processing of the request. The PEC decision-making process is not automated; each submission is considered by an appropriate member of staff or group of staff within the Academic Unit. Students should note that PEC applications submitted on either a Saturday or Sunday will be not be processed until the following week.

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

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

- an extension to the hand-in date for a piece of work
- an exemption for a minor item of coursework
- a deferral of the assessment to the next normal occasion – generally a deferral to August
- a deferral of the assessment to a later normal occasion
- permission to set aside (ignore) attempts at assessments
- permission to sit an extraordinary examination
- permission to repeat tuition in residence
- permission to proceed to the next Stage carrying fails

- permission to repeat a period of tuition, setting aside previous attempts (e.g. re-doing a Stage or Semester as if for the first time)

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

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

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

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

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

Requests for adjustments that relate to the following are not normally accepted:

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

If you think that this absence will impact your academic performance or assessment, please refer to the Personal Extenuating Circumstances (PEC) section.

Change of circumstances (transfer, interruption of studies or withdrawal)*

Sometimes your circumstances can change, and you may decide that you want to transfer degree programmes, interrupt your studies or withdraw from the University. If you are thinking about any of these scenarios, you should first speak with your Academic Adviser so that you can discuss your options. You can also seek confidential advice from Student Wellbeing or the Student Union Support and Advice Hub.

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

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

For more information on the relevant procedures and how to submit a change of circumstances request, please see: Circumstances Affecting Your Studies - Student Progress - Newcastle University (ncl.ac.uk)

Your Academic Advisers should be able to help you complete these forms, if necessary.

Section E Assessment*

E.1 Good academic practice

As a member of the University community, and as set out in the Student Charter, you are expected to demonstrate good academic practice. This includes completing your studies honestly and ethically and having respect for the work of others.

The overarching purpose of assessment is to demonstrate the understanding, analysis and application of knowledge gained throughout your learning to those marking your work. Passing off the work of others as your own, whether this is copying in an exam, getting someone else to write an assignment on your behalf, or claiming authorship of machine generated-content (e.g., written by Copilot or ChatGPT), does not demonstrate your learning. As well as limiting your opportunities to develop as a learner, this type of behaviour is unethical. Poor research and academic practice, including plagiarism, collusion, fabrication or falsification, are taken very seriously and can result in disciplinary action.

Support and guidance to help you demonstrate good academic practice can be found on the Academic Skills Kit webpages.

The University is committed to ensuring that assessments are fair for all students and has established an academic misconduct procedure for dealing with situations where students may resort to improper means to complete an assessment. Please familiarise yourself with the procedure and the situations that could be considered academic misconduct.

E.2 Submitting assignments*

It is your responsibility to make yourself aware of all your deadlines and to understand how to submit each piece of work. All assessments will be submitted online. This is likely to be through Canvas, although there will be some exceptions to this, for example, where physical artefacts (models or artworks) are required.

The University routinely uses Turnitin to undertake similarity checking on submitted work and support the identification of plagiarism.

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

Plagiarism

Plagiarism at Newcastle University is defined as "the use of the work of others without acknowledgement". This covers all types of creative work including other people's words, designs, images, music, data, ideas, and computer code.

The University takes plagiarism very seriously and will make routine plagiarism checks using a system called Turnitin. This system notifies the University if it suspects plagiarism within your work.

Here is all you need to know: Student Procedures | Student Progress | Newcastle University

Late submission:

If you are struggling to submit your work on time, please contact your Academic Adviser or School Office for support. However, if you are late submitting your work, the University has a standard policy on Assessment and Feedback, including late submissions. If you submit work late, a sliding scale of late penalties will be applied. This is a fixed penalty of a **5% deduction of the final agreed mark for every calendar day that the work is submitted late**. Deductions will accrue daily for either a seven day period, or until the mark reaches the pass mark (40 for undergraduate modules, 50 for integrated masters and PGT modules, and the relevant pass grade for non-modular programmes). Work submitted after seven calendar days will be given a mark of zero.
You should familiarise yourself with this policy for further information on penalties for late submission.

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.

For much of the coursework in PHY, MSP and MAS modules, however, it is not possible to accept work more than one week after the original deadline. This means that extensions longer than one week cannot be granted, and that the full week of the sliding scale will not apply after any deadline extension agreed. This is the case for regular problem solving assignments in these modules, and is to allow for the prompt release of worked solutions for use in your continual learning. Longer extensions may still be possible for projects and for other substantial pieces of coursework. The late work policy for a piece of work will be clearly stated on the submission area in Canvas.

There may also be pieces of coursework for which no late work can be accepted. You will receive prior notification in these instances. In such cases, the work can instead be "exempted" if the PEC Committee so decides; you will again need to submit a PEC form for this. Exempting means that the assignment will be excluded from the calculation of the coursework mark for that module, with the relative weights of other components being increased accordingly.

If you have a valid reason for submitting your work late (e.g., illness), you should submit a PEC form (see section E5).

Deferral of assessments:

A deferral is normally only appropriate if you are unable to attend a scheduled examination, or if an extension is not appropriate. In cases such as this, you can submit a PEC to request (or be offered) that your assessment be deferred. This would usually be to the next normal occasion (the Summer/August assessment period), or to a later normal occasion (the assessment period at the end of the relevant Semester), unless you are given a specific alternative submission date or deadline by your School. It is important to note that if you defer an examination or assignment to the August assessment period and you subsequently fail the assessment, you will not normally be able to progress and register onto the next stage of your programme and/or be awarded your degree until you have met the relevant requirements for your programme.

Your second attempt at the assessment will usually be arranged to take place during the next normal assessment period, which could be at the end of the relevant Semester, and you would be required to interrupt your studies until then to allow you to re-take and pass the assessment before being allowed by the Board of Examiners to progress onto the next stage of your programme by the end of the year. If you are requesting, or have been offered, a deferral of an assessment, module or stage, there may be financial implications that you will need to consider. You may find it helpful to speak to the Student Wellbeing Service's Financial Support team, who can help you understand if you will be required to pay any additional tuition fees

E.3 Feedback on assignments*

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

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

E.4 Examinations*

University rules, advice and guidance can be found on the Exams web pages and exam period dates are available on the exam dates and timetable page.

Examinations can be scheduled on Saturdays during the main periods. You are expected to be available for examination at the University during all the main periods, including the August period (e.g. in the event of a deferred or resit exam).

Examinations will generally take place on (or close to) campus, although there are exceptions to this rule. International students, for example, may apply to take a re-sit exam or deferred exam in their home country. If you wish to be considered for alternative exam arrangements (e.g., extra time, rest breaks, use of a PC, smaller venue etc.) in light of a disability, specific learning difficulty or long-term medical condition, there are certain deadlines by which you must supply the appropriate medical evidence/documentation. For further information, you should contact the Student Wellbeing as soon as possible.

Feedback on Examinations

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

If you wish to receive individual feedback following publication of your examination marks:

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

E.5 Problems completing assessment (Personal Extenuating Circumstances (PEC))

We understand that sometimes unforeseen or unavoidable circumstances can adversely affect your study. If this is the case, you can submit a Personal Extenuating Circumstances (PEC) request to ask for an adjustment to your assessment or inform your School of the situation you are experiencing. It is very important to familiarise yourself with this procedure.

We also understand that these processes can be overwhelming, so please check out Student Wellbeing and the Students' Union Support and Advice Hub for more information on support available.

E.6 How your work is marked*

The final degree award you achieve depends on the marks you receive for your assessments. You can have confidence that marking is fair and that your degree classification reflects your work and capabilities.

Module teams make sure that work is marked consistently. How they do this will depend on the type of assessment – but it could include things like checking samples of work or recording student presentations so they could be reviewed by a second person.

Each school has a Board of Examiners for each subject area. The Board of Examiners is an official group responsible for considering the outcomes of assessment on programmes. They make decisions on your award and degree classification based on your marks.

More information can be found within your Academic Skills Kit and the University Assessment, Feedback and Marking policy.

Marking Criteria

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

Marking and Moderation Processes

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

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

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

The University has a policy on Moderation processes, available here: Policy and Guidance on Moderation and Scaling.pdf

External Examining:

Each programme will have at least one External Examiner, someone who works at a different University or in industry. The purpose of External Examiners is to assist the University by providing assurance that, in their expert judgement, the standards of all awards at Newcastle are at least comparable to those in similar subjects in other universities in the UK and with relevant external referents.

The External Examiners for your programme are:

Discipline	**Name**
Physics	Jacob Dunningham
Astrophysics	Elke Roediger

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

E.7 Progressing to the next part of your programme*

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.

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 in August. Re-sits are normally held in August, though students may choose to take a year out from the University and re-sit at the next normal sitting during the academic year.

Assessment Irregularities and Disciplinary Procedures

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

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

The University's assessment irregularity procedure can be found in full here:

https://www.ncl.ac.uk/student-progress/policies/procedures/

More generally, at Newcastle we value high standards of academic conduct. Conduct is an important part of maintaining and developing the reputation of your University. Good academic conduct reflects the values which underpin academic life, such as honesty, integrity, a shared community of ideas and respect for others' work. The Academic Skills Kit

https://www.ncl.ac.uk/academic-skills-kit/

provides a range of resources which may help with academic writing. There is also information on appropriate style and referencing guides here:

Resource Guides | University Library | Newcastle University .

University AI guidelines: https://www.ncl.ac.uk/academic-skills-kit/good-academic-practice/artificial-intelligence/

You can expect to receive a briefing on academic conduct and the referencing guidelines that you are expected to follow by your Academic Unit. 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 behavioural expectations as set out in the Student Charter | Student Progress | Newcastle University More information is available here:

Student Procedures | Student Progress | Newcastle University

This procedure applies to any student who breaches academic codes of conduct as well as non-academic situations (disruption, anti-social behaviour, theft and fraud, violent behaviour, sexual misconduct, harassment, hate crime, criminal offences, etc.).

Section F Student voice

Student Voice describes the active participation of students in the development of their education and student experience. Your voice is important, and you can make real positive change for you and your fellow students. There are many ways in which you can have your voice heard, including through student representation and surveys. There are also informal mechanisms including speaking to staff within your School.

F.1 Student representation

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

Student Reps are a crucial link between students and staff as they find out what other students are thinking about their student experience and work with university staff to help improve it. Student Reps are usually elected by students on your course, and you should have the opportunity to put yourself forward to be a Rep at the start of the academic year.

If you want to find out more about Student Reps and how to become one, please visit Newcastle University Students' Union.

Students' Union:

Ran for students by students, your Student's Union cares about student issues & improving your University experience. Our values at NUSU are to be representative, supportive, inclusive, exciting and sustainable. You can read more about what we do here: Newcastle University Students' Union.

Location: Students' Union, King's Walk
Telephone: 0191 239 3900
Contact: General Enquiries Form

Academic Student Reps are usually elected by students within your School and you should have the opportunity to put yourself forward to be a Rep should you wish to do so! Academic Student Reps are a crucial link between students and staff as they find out what other students are thinking and work with University staff to help improve the student experience. There are four different Academic Student Rep roles at Newcastle University:

- **Course Reps** are elected by their peers on their programme of study and will attend their

Student-Staff Committee (SSC)/Student Voice Committee (SVC) on their behalf.

- The SSC is led by a **Student Chair** and usually has a **Student Secretary**. All students are able to contribute to their SSC's agenda – just tell your Course Rep what you think should be discussed! The Student Chair and Student Secretary also attend the **Board of Studies**, which oversees teaching activities in the School.

- **School Reps** are appointed by the Students' Union to represent their School at the **Faculty Education Committee (FEC).** They will gather student opinion from across your School by working with the Student Chairs and Student Secretaries of your SSCs and will present any key student topics at FEC. They will also feedback to SSCs any new key initiatives from the University and Faculty that will affect students across the School.

In addition, some SSCs will also have **EDI Reps and Environment and Sustainability Reps.** These Reps take a lead in their Schools for addressing equality, diversity and inclusion (EDI) issues and environmental and sustainability issues, respectively.

The Students' Union provides training and support for Course Reps, Student Chairs and Secretaries, School Reps, EDI Reps and Environment and Sustainability Reps. They also run a Student Life Executive Committee, which includes student representations for students living in University accommodation, the local community, commuting students, ethics and environment, and volunteering. More information about all the student representation roles is available on the Students' Union website: https://www.nusu.co.uk/yourvoice/reps/

F.2 Surveys*

Newcastle Experience Survey:

This University-run survey runs every year for undergraduate students who are not in their final year. It is an opportunity for you to share your thoughts about your student experience so far at Newcastle, looking at what you have enjoyed and what could be improved. The feedback provided here will help us understand what is working well and identify areas for improvement to enhance your student experience. Please make sure to keep an eye out for when the survey opens, which runs between February and April every academic year. For more information, please see the Newcastle Experience Survey webpage.

National Student Survey (NSS):

Administered by Ipsos, this aims to gather students' opinions on the quality of their courses. It includes all full-time and part-time UK, EU, and international undergraduate (UG) students in their final year of study. The NSS excludes incoming and exchange students. The survey helps inform the choices of prospective students and contributes to public accountability. The University runs a NUMed Final Year Survey which is designed for final year students who are based outside of the UK at Newcastle University Medicine Malaysia (NUMed) or are non-UK based e-learners. Newcastle University International Singapore (NUIS) is surveyed by SIT under the Joint Degree Programme. See the Office for Students webpage for more information and guidance.

Section G Support for you

G.1 Student Services and the Student Engagement Team

The Student Engagement Team provide access to many student services that you may need during your studies. They can support you with questions about registration,

accommodation, fees/funding/finance, health and wellbeing, careers support, exchange/study abroad opportunities, visa support and much more.

You will find the Student Engagement Team on Level 1 of King's Gate (building No. 1 on the Campus Map). You can call into King's Gate to see the team in person or, alternatively, you can contact them by telephone on 0191 208 3333.

You can also book appointments directly with individual teams. Both online and face-to-face appointments are available. Please check the Student Services website for further information, opening times and online booking.

The Student Homepage provides you with access to a range of support tools, timetable and portal logins to support your studies. You can also search the student FAQs.

G.2 The Student Portal

The Student Portal can be used for:

- Registering on your programme of study.
- Keeping personal details (addresses, etc.) up to date.
- Paying fees online.
- Viewing and printing documentation to confirm your student status (e.g., for council tax purposes)
- Confirming module choices for the next academic year.
- Reporting an absence to your School.
- Submitting a Personal Extenuating Circumstance (PEC) request.
- Submitting a Self-Certified Extension request
- Submitting a Degree Programme Director request (e.g., to request a programme transfer or an interruption of studies)
- Voter registration
- Viewing your timetable and exam timetable
- Viewing your library account
- Linking to other useful information or services on the University web pages

Further detail is available on the Student Portal webpages, and you can log on through the Student Portal login page.

The Student Portal uses the same password as your main University IT account. If you are already logged into your main IT account and you access Student Portal, you will be logged straight in.

G.3 Other Support Available

Resource	Link	Functions
Student Wellbeing Support	Our Support | Student Wellbeing | Newcastle University (ncl.ac.uk)	• Urgent Help • 24/7 Support • Asylum Seekers and Refugees Support • Chaplaincy and Pastoral Care • Counselling

		• Disability Support • Estranged Students Support • Find your Support • Hate Crime • Information for Family Members • Information for Staff • Postgraduate Support • School Based Wellbeing Support • Sexual Violence • Staying Safe • Student Carers Support
Nightline	Newcastle University Students' Union, Nightline (nusu.co.uk)	Nightline is the confidential listening and information service run for students by students.
Chaplaincy and pastoral care service	Listening Support	One-off or regular conversation with a member of the Pastoral Care team.
Faith Facilities on Campus	NCL Faith Facilities	Quiet spaces and prayer facilities.
Student Financial Support Team	Student Financial Support	A range of financial support is available, including scholarships and discretionary emergency and hardship funding to help with living costs.
Student Finance Advisers	Book an appointment	Information, advice and support with student loans, placement year and year abroad funding, NHS funding, university scholarships and managing your money, including the Canvas course 'Money Matters: Making the most of your money at Uni'
Peer Mentoring	Peer Mentoring | University Library	Peer mentoring is a 'buddy scheme' for new undergraduate students. Through direct access to the advice and support of a more experienced peer during the first semester, new students

		are supported academically, socially and culturally.
Support and Advice Hub	Newcastle University Students' Union (nusu.co.uk) SAC Appointment Booking Form (jotform.com) Telephone 0191 239 3979; or e-mail: student-advice-centre@ncl.ac.uk	Independent, confidential advice service within the Students' Union. Our advisers are well-versed on a range of subjects, so if you need help on Housing, Finance, Academic Issues, Mental Health referrals, or anything in-between we can help.
IT Support	Student IT Essentials | IT Service (NUIT)	Quick guides to student IT services
Use of IT facilities	Policy on Use of IT Facilities | IT Service (NUIT)	
IT Support	IT Service (NUIT)	

G.4 Hate crime, sexual violence and spiking prevention and the survivor support service

At Newcastle University, we do not tolerate any form of hate incident, sexual violence, harassment, or discrimination. We aim to eliminate these behaviours, and we provide free, confidential support and guidance to survivors. Support will be tailored to your needs and led by you.

You can tell us what has happened either anonymously, or with contact details using this form: Tell us your experience of Hate Crime, Sexual Violence, Harassment, Spiking or Initiations (office.com)

If you would like direct support, please leave us contact details and a member of the team will be in touch to discuss your needs and provide initial information and guidance.

If you disclose anonymously, we will use your disclosure to inform prevention and support strategies, but we will not be able to contact you directly.

Remember, you do not need to report to the Police or make an official report to the University to access this free, non-judgemental support.

For more information visit our webpages: Our Support

G.5 Sports and fitness

To keep up to date with what is happening on everything sports and fitness, you can follow us on Instagram @NCLsport or find out more at the Newcastle Sports webpages.

Our world-class, state-of-the-art Sport and Fitness Centre is based at the heart of Newcastle University's main campus with exceptional indoor and outdoor purpose-built facilities.

Our gym is fitted with the latest high-performance equipment, from bespoke functional rig, Olympic lifting platforms, sled track and dedicated strength and functional equipment training zones.

At Newcastle University, we offer the chance to compete in the British Universities and Colleges Sport (BUCS) competitions as well as at national and international level.

Our popular Intramural Sport programme is a weekly, on-campus sport offer for Newcastle University students, with over 2,500 participants taking part alongside friends of all abilities in competitive and structured leagues, tournaments and coached sessions across sports such as football, rugby, netball, hockey, badminton, table tennis, basketball, squash and futsal, giving students a wide range of opportunities to compete, develop and stay active.

Join in our 50+ live group fitness classes, designed for all abilities, in our advanced studio spaces or build your confidence in strength training with our 'Learn to Lift' sessions.

Our Students' Union is also home to over 60 sports clubs and our 'Give it a Go' programme which gives students the opportunity to try out different sports through taster sessions. Make sure to come to the Sports Fair during Welcome Week to see what is on offer.

Memberships for our Sport and Fitness Centre are open to students, colleagues of Newcastle University and their family members, alumni, NHS staff, visiting colleagues and campus partners.

G.6 Careers Services

Newcastle University's award-winning Careers Service can help you make the most of your unique skills and experiences during your studies and for three years after you graduate. They offer information advisors, careers consultants, appointments and workshops, and services from business START UP and Placement Year Modules, to meeting employers and workshops including Making Successful Applications.

G.7 Language Resource Centre

The Language Resource Centre (LRC) is a multicultural hub at the heart of campus, providing language learning support and encouraging cross-cultural communication for all students in a friendly space – no matter which degree discipline they take. The LRC facilitates independent language learning through Tandem exchanges, Peer Assisted Language speaking practice sessions and has both digital and physical resource in over 100 languages. The LRC also provides many employment opportunities to NU students

through their local school engagement programmes and festival celebrations, encouraging language learning for all.

Location: Old Library Building (off the quadrangle gardens)

For World TV and Film see: https://iptv.ncl.ac.uk

G.8 Health and Safety

The University has a duty for your health, safety and welfare whilst you are studying with us. The Occupational Health and Safety Service (OHSS) has is a central support service which helps Units/Institutes to manage their health and safety.

The University has a Health and Safety Policy, as does each Unit/Institute.

Health & Safety Management Standards & Guidance are intended to supplement the University Health & Safety Policy.

The Health and Safety Policy is an important document and you should make sure you have or know where to find a copy of the Units/Institutes/Schools policy.

If you need any health and safety advice or information, you should speak to your Academic Adviser in the first instance. In addition, each Unit/ Institute has their own dedicated School Safety Officer (SSO) who is an invaluable source of local advice. There may be other Unit/Institute colleagues who hold important health and safety roles relating to specialist subjects including:

- Biological Safety Supervisor
- Radiation Protection Supervisor
- Fire Marshal and Fire Wardens
- First aiders
- Display Screen Equipment Assessors

The University is legally required to carry out risk assessments for all its work activities. You may be asked to complete a risk assessment for an individual project or work activity as part of your academic studies. The Standard Operating Procedures temple can be found on the same page as the risk assessments page (see above link) and are also sometimes used in conjunction with risk assessments to give step by step guides to carrying out work activities safely.

Each Faculty will provide a health and safety induction and training for you. You are expected to attend health and safety training and may not be allowed to carry out certain high risk work activities until they have been trained.

Any accidents or near misses must be reported as soon as possible to the colleague who is in charge of the session/area and to your school office who will report it in the OHSS Incident Database. It is important to report accidents and near misses so that we can all learn lessons and take steps to make sure they do not happen again.

In the case of discovering a fire or on hearing the fire alarm, please follow instructions on the OHSS website.

For other emergencies, please contact the colleague in charge of the area or Security on 0191 208 6666, which is manned 24/7.

For non-emergencies, please call 0191 208 6817 or email security.control@ncl.ac.uk.

If you see any physical defects on campus, these can be reported to the Estates and Facilities helpdesk on 0191 208 7171 or the ess-helpdesk@ncl.ac.uk email address.

G.9 Complaints and appeals

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, this would be done via The Student Academic Queries and Appeals Procedure (see below).

Complaints about a service or staff member:

The procedure applies to all complaints, including those related to behaviour (e.g., harassment). For more information, please see the student Complaints and Resolution Procedure.

Complaints about other students at the university:

If you wish to make a complaint or report inappropriate behaviour of another student, you can use the University's Disciplinary Procedure.

Student Academic Queries and Appeals Procedure:

You can appeal 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 by a Degree Programme Director using the: Academic Queries and Appeals Procedure.

Note: An appeal relates to the decision of the examiners/PEC/DPD/Dean of PG Studies and should not be used to raise general complaints about tuition or support over the length of your degree programme. If you do have a complaint regarding any of these issues you should submit a complaint (see Complaint and Resolution Procedure above).

You are expected to make every effort to raise your assessment/progress query, in writing, with the Academic Unit directly concerned in the first instance. Impartial advice on both procedures may also be sought from the Student Casework team: casework@newcastle.ac.uk.

Assistance with submitting a formal complaint or an appeal may be sought from the appropriate Sabbatical Officer of the Students' Union , from the Support and Advice Hub or from an Academic Advisor.

Appendix Two – SAgE Faculty Marking Criteria

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