SECTIONS

The Programme handbook is organised around the following sections:

Section A - Introductory Information
Section B - Programme and Module Information
Section C - Student Support
Section D - What to do if things go wrong
Section E - Assessment and Feedback
Section F - Student Representation and Feedback
Section G - Ensuring the Quality of Your Programme
Section H - Resources
  (includes INTO Newcastle University Health & Safety, Safeguarding and Prevent Policies)
Section I - Additional Information
<table>
<thead>
<tr>
<th>Section A - Introductory Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome and Key academic contacts</td>
</tr>
<tr>
<td>2. Summary of Programme Commitments</td>
</tr>
<tr>
<td>3. Key Dates</td>
</tr>
<tr>
<td>4. Understanding Your Class Timetable</td>
</tr>
<tr>
<td>5. Newcastle University Student Charter</td>
</tr>
<tr>
<td>6. INTO Newcastle University Student Code of Conduct</td>
</tr>
<tr>
<td>7. INTO Newcastle University Disciplinary &amp; Attendance Policy</td>
</tr>
<tr>
<td>8. Lateness &amp; Punctuality Policy</td>
</tr>
<tr>
<td>9. Missed Class Policy for Students under the Age of 18</td>
</tr>
<tr>
<td>10. Room Change Policy</td>
</tr>
<tr>
<td>11. Mobile Phones in the Classroom</td>
</tr>
<tr>
<td>12. Communication</td>
</tr>
<tr>
<td>13. Blackboard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section B - Programme and Module Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overview and Important Definitions</td>
</tr>
<tr>
<td>2. Programme Aims and Outcomes</td>
</tr>
<tr>
<td>3. Credit-Bearing Modules</td>
</tr>
<tr>
<td>4. Teaching and Contact Hours</td>
</tr>
<tr>
<td>5. What you can expect from us</td>
</tr>
<tr>
<td>6. What we expect from you</td>
</tr>
<tr>
<td>7. Studying on the In-Sessional Programme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section C - Student Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Induction and Orientation Programme</td>
</tr>
<tr>
<td>2. Personal Tutoring</td>
</tr>
<tr>
<td>3. Programme Management</td>
</tr>
<tr>
<td>4. Welfare</td>
</tr>
<tr>
<td>5. Emergencies</td>
</tr>
<tr>
<td>6. Registering with the Police</td>
</tr>
</tbody>
</table>
Section D - What to do if things go wrong

1. Personal Extenuating Circumstances (Attendance in class)
2. Personal Extenuating Circumstances (for Assessment)
3. Withdrawal
4. Complaints and Appeals
5. Additional Support to Study Procedure

Section E - Assessment and Feedback

1. Coursework Submission
2. Plagiarism
3. Late Submission of Assessed Work
4. Examinations
5. Feedback on Assignments
6. Marking Criteria
7. Marking and Moderation Processes
8. Academic Rules for Assessment
9. INTO Newcastle University Proof-reading Policy
10. Photocopying Guidelines
11. Copying of Software

Section F - Student Representation and Feedback

1. Overview
2. Student Staff Committees
3. Programme Curriculum Committee & Board of Studies
4. Programme Evaluations
5. Student Representation
6. Student Staff Committee and Programme Evaluation Response Procedure
Section G - Ensuring the Quality of Your Programme

1. Mechanisms for Ensuring the Quality of Your Programme

Section H - Resources

1. Guide for accessing University IT Services, including BlackBoard
2. University Library
3. Academic Skills Kit (ASK)
4. Social Programme
5. Student Health and Wellbeing Service
6. Careers Service
7. No Smoking Policy
8. Health and Safety

*The full INTO Newcastle University Health and Safety Policy is labelled as a separate document called:*
‘Section H - INTO Newcastle University Health and Safety Policy’.
*Please ensure that you read this document as it includes important information.*

9. INTO Newcastle University Safeguarding and Prevent Policy

*The full INTO Newcastle University Safeguarding and Prevent Policy is labelled as a separate document called:*
‘Section H - INTO Newcastle University Safeguarding and Prevent Policy’.
*Please ensure that you read this document as it includes important information.*

Section I - Additional Information

Additional Contacts
Students’ Union & The Union Society
Chaplaincy
Sport at Newcastle University
Private Accommodation
Council Tax
Crime and Personal Security
Baby Equipment Service for Students
Section I - Additional Information (continued)

Nurseries in Newcastle
Student Advice Centre in the Students’ Union
The Post Office
UK Banks
Mobile Phone Information
Transport
Local Supermarkets
Top 20 Things To Do In and Around Newcastle
Section A: Introductory Information

Welcome to the In-Sessional programme. We hope that your time with us will be both successful and enjoyable.

This handbook aims to provide you with all the information you need to make your learning experience with the programme as rewarding as possible. Take time in Welcome Week to read through this guide and keep it for future reference. It sets out important information about the programme, tells you what we expect from you, and explains what you can expect from us. It also tells you where to go if you have questions or if something goes wrong.

The content of this handbook does not cover every situation that might come up, so please ask a member of In-Sessional staff if you need help or information. Your contacts are the Programme Manager, your teachers and the administrative staff in the Support Office. There is always plenty of help available.

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.

Kevin Conroy
Centre Director

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick Bailey</td>
<td><a href="mailto:nick.bailey@ncl.ac.uk">nick.bailey@ncl.ac.uk</a></td>
<td>0191 208 7518</td>
</tr>
<tr>
<td>Programme Manager (PM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helen Lewis</td>
<td><a href="mailto:helen.lewis@ncl.ac.uk">helen.lewis@ncl.ac.uk</a></td>
<td>0191 208 7518</td>
</tr>
<tr>
<td>Deputy Programme Manager (DPM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chris Heady</td>
<td><a href="mailto:chris.heady@ncl.ac.uk">chris.heady@ncl.ac.uk</a></td>
<td>0191 208 5052</td>
</tr>
<tr>
<td>Academic Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Darran Shaw</td>
<td><a href="mailto:darran.shaw@ncl.ac.uk">darran.shaw@ncl.ac.uk</a></td>
<td>0191 208 8781</td>
</tr>
<tr>
<td>Director of Studies (English)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

| Average number of contact hours for this programme: | 2-4 per week |
| Mode of delivery: | Classes, lectures or workshops |
| Normal notice period for changes to the timetable, including rescheduled classes: | One week |
| Normal notice period for changes to the curriculum or assessment: | One year |
| Normal deadline for feedback on submitted work (coursework): | 20 days |
| Normal deadline for feedback on examinations: | 20 days |
| Assessment methods and criteria: | Please see Blackboard for credit-bearing modules |
| Academic guidance and support: | Consult your teachers or the Programme Managers |

3. Key Dates

2018-19 In-Sessional Teaching Dates:

Semester 1
Monday 8th October – Friday 14th December, 2018.

Semester 2
Monday 28th January – Friday 17th May, 2019.

Please note that there are no classes between 1st and 26th April.

For credit bearing modules, please see Blackboard for assessment deadlines and dates of examinations.

The In-Sessional Board of Examiners meets on Friday 24th May 2019. Students who need to attend re-sit assessment(s) will be informed by email afterwards.

Flights home and Vacations
Please note the dates of the semesters and vacations very carefully. There will be classes, (and for credit bearing students, assessment deadlines and exams) right until the final day in any semester. Credit bearing students must not book flights home or flights for vacation purposes for any period inside a teaching semester or assessment period. No exceptions will be granted for this rule. Failure to attend teaching sessions, exams or to submit assessment work will be considered to represent unsatisfactory progress; this may result in your withdrawal from the course.
<table>
<thead>
<tr>
<th>University week</th>
<th>w/c</th>
<th>In-sessional</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>24-Sep</td>
<td>UELA</td>
</tr>
<tr>
<td>5</td>
<td>01-Oct</td>
<td>Registration</td>
</tr>
<tr>
<td>6</td>
<td>08-Oct</td>
<td>US1 - 2 (IS1 - 1)</td>
</tr>
<tr>
<td>7</td>
<td>15-Oct</td>
<td>US1 - 3 (IS1 - 2)</td>
</tr>
<tr>
<td>8</td>
<td>22-Oct</td>
<td>US1 - 4 (IS1 - 3)</td>
</tr>
<tr>
<td>9</td>
<td>29-Oct</td>
<td>US1 - 5 (IS1 - 4)</td>
</tr>
<tr>
<td>10</td>
<td>05-Nov</td>
<td>US1 - 6 (IS1 - 5)</td>
</tr>
<tr>
<td>11</td>
<td>12-Nov</td>
<td>US1 - 7 (IS1 - 6)</td>
</tr>
<tr>
<td>12</td>
<td>19-Nov</td>
<td>US1 - 8 (IS1 - 7)</td>
</tr>
<tr>
<td>13</td>
<td>26-Nov</td>
<td>US1 - 9 (IS1 - 8)</td>
</tr>
<tr>
<td>14</td>
<td>03-Dec</td>
<td>US1 - 10 (IS1 - 9)</td>
</tr>
<tr>
<td>15</td>
<td>10-Dec</td>
<td>US1 - 11 (IS1 - 10)</td>
</tr>
<tr>
<td>16</td>
<td>17-Dec</td>
<td>Vacation</td>
</tr>
<tr>
<td>17</td>
<td>24-Dec</td>
<td>Vacation</td>
</tr>
<tr>
<td>18</td>
<td>31-Dec</td>
<td>Vacation</td>
</tr>
<tr>
<td>19</td>
<td>07-Jan</td>
<td>US1 - 12</td>
</tr>
<tr>
<td>20</td>
<td>14-Jan</td>
<td>Assessment</td>
</tr>
<tr>
<td>21</td>
<td>21-Jan</td>
<td>Assessment</td>
</tr>
<tr>
<td>22</td>
<td>28-Jan</td>
<td>US2 - 1</td>
</tr>
<tr>
<td>23</td>
<td>04-Feb</td>
<td>US2 - 2</td>
</tr>
<tr>
<td>24</td>
<td>11-Feb</td>
<td>US2 - 3</td>
</tr>
<tr>
<td>25</td>
<td>18-Feb</td>
<td>US2 - 4</td>
</tr>
<tr>
<td>26</td>
<td>25-Feb</td>
<td>US2 - 5</td>
</tr>
<tr>
<td>27</td>
<td>04-Mar</td>
<td>US2 - 6</td>
</tr>
<tr>
<td>28</td>
<td>11-Mar</td>
<td>US2 - 7</td>
</tr>
<tr>
<td>29</td>
<td>18-Mar</td>
<td>US2 - 8</td>
</tr>
<tr>
<td>30</td>
<td>25-Mar</td>
<td>US2 - 9</td>
</tr>
<tr>
<td>31</td>
<td>01-Apr</td>
<td>Vacation</td>
</tr>
<tr>
<td>32</td>
<td>08-Apr</td>
<td>Vacation</td>
</tr>
<tr>
<td>33</td>
<td>15-Apr</td>
<td>Vacation</td>
</tr>
<tr>
<td>34</td>
<td>22-Apr</td>
<td>Vacation</td>
</tr>
<tr>
<td>35</td>
<td>29-Apr</td>
<td>US2 - 10</td>
</tr>
<tr>
<td>36</td>
<td>06-May</td>
<td>US2 - 11</td>
</tr>
<tr>
<td>37</td>
<td>13-May</td>
<td>US2 - 12</td>
</tr>
<tr>
<td>38</td>
<td>20-May</td>
<td>Assessment</td>
</tr>
<tr>
<td>39</td>
<td>27-May</td>
<td>Assessment</td>
</tr>
<tr>
<td>40</td>
<td>03-Jun</td>
<td>Exam Board</td>
</tr>
<tr>
<td>41</td>
<td>10-Jun</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>17-Jun</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>24-Jun</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>01-Jul</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>08-Jul</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>15-Jul</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>22-Jul</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>29-Jul</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>05-Aug</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>12-Aug</td>
<td>Resit</td>
</tr>
<tr>
<td>51</td>
<td>19-Aug</td>
<td>Resit</td>
</tr>
<tr>
<td>52</td>
<td>26-Aug</td>
<td></td>
</tr>
</tbody>
</table>
4. Understanding Your Class Timetable

**Class Types:**
- **L** = Lecture
- **S** = Seminar
- **SC** = Study Clinic
- **CL** = Computer Lesson
- **PS** = Practical Lesson

You can view your personal timetable via the University App and Mobile Site: [m.ncl.ac.uk](http://m.ncl.ac.uk) in addition to the In-Sessional RISE app.

5. Newcastle University Student Charter

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

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

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

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

The Student Discipline procedure can be accessed via the following link
http://www.ncl.ac.uk/students/progress/Regulations/SPS/disciplinary.htm

6. INTO Newcastle University Student Code of Conduct

INTO Newcastle operates on a zero tolerance policy in relation to the following forms of poor behaviour. We will take immediate action against any student found to have engaged in any of these actions.

- Bullying and harassment whether this is in person or over the internet, text messages or telephone to students or staff
- Any form of discrimination, including making racist, sexist or homophobic comments or offensive comments about students or staff with a disability
- Being under the influence of illegal drugs and/or alcohol or carrying offensive weapons in the Centre
- Putting students/staff at risk, whether this is physically, verbally, sexually or emotionally

INTO Newcastle’s academic expectations:

- Take an active part in your lessons and not disrupt the learning of others in any way
- Complete your work to the best of your ability and hand it in on time
- No food or drink allowed in the classroom, only bottled water
- Do not use your mobile phones during class times
- Please bring all your materials to class everyday

INTO Newcastle’s general expectations:

- Follow reasonable instruction from any member of staff
- Help us to keep the Centre clean and tidy
- Act respectfully towards staff, students and visitors. This means not using offensive language or behaviour whilst in Centre
- Only smoke in designated areas outside the building and not on Newcastle University’s campus.
- No alcohol on the premises
- Abide by all policies and procedures

The list above is not exhaustive. Any breach of conduct will be considered on a case by case basis according to the Student Disciplinary procedure.
7. INTO Newcastle University Disciplinary & Attendance Policy

a) Attendance

It is extremely important that you attend all In-Sessional classes that you register for. The University monitors attendance at In-Sessional classes and your will be available to your academic school.

b) Absences

If you are going to be absent for any reason, please inform your teacher by email as soon as you are able. Your Tutors and Degree Programme Directors in your School have access to the In-Sessional attendance database and are therefore able to monitor your attendance.

c) Absence from Credit-bearing classes

For modules INU1004/5/8/9, INU1014 and INU8001 a student who attends less than 75% of classes will be required to do a special re-sit assignment. This will be an assignment specifically designed for the individual requiring them to demonstrate knowledge and understanding of the sessions missed. The length of the assignment will depend on the number of sessions missed. The submission date for the assignment will be confirmed by email and satisfactory completion will result in a pass according to the marks achieved in the assessment components.

Attending less than 50% of the classes can result in failing the module. In these circumstances, students may be required to do a resit exam in addition to the special re-sit assignment.

8. Lateness & Punctuality Policy

General Principles

- All lessons should begin at the stated times.
- The learning planned for each lesson will begin and end at the stated times.
- For learning to be effective for all students in the class, it is important that all students are present and ready for the lesson at the start time for the lesson.
- Lateness is defined as arriving for a class after the stated start time. 2 minutes late is defined as late equally as 10 minutes late.
- Lateness is disruptive for the students already in the class, the student who is late and the teacher.
- Lateness and persistent lateness will affect the chances of success in the subject/module of both the student who is late and the students already in class.
- In effect, it is a joint responsibility of the students and the class teacher to make sure classes start and finish on time with all students present from the start.

Expectations for students

- A class will start at the stated time and finish at the required time.
- INTO Newcastle works to a 50-minute teaching hour. This means a 1-hour class on your timetable will end at 50 minutes after the start time. If you are in a 2-hour class, the teacher can negotiate with the class whether to run the two classes consecutive or have a 10-minute break in the middle.
- Students should be present at the start of each class at the time stated on student timetables.
- If a student arrives late to any class, there is no guarantee that they will be allowed into class.
- Any student who is late will be asked by the teacher about their reasons for being late. This may be at the point they arrive in class or at that end of the class.
- A student who is persistently late may need to speak to the Programme Manager.
### Expectations for teachers

- A lesson should begin at the time stated on the timetable.
- To help students with consecutive lessons and the necessary movement, the 50-minute teaching hour should be followed.
- Teachers should make sure from the beginning of term/semester that their students understand the start times for the class.
- Closing the door or any other classroom management strategy can be the signal that the class has started.
- The teacher should take the register for the class within the **first 5 minutes**

**See Centre Register Policy**

- The teacher should complete the INTO Connect or RISE register in this time.
- If a student arrives late for a class, there is **no obligation** for the teacher to allow them into the class.
- If the teacher does allow a late student into class, it must be **before the first 10 minutes** and not beyond this time. INTOConnect must be updated immediately with late arrivals.
- If the teacher does allow a late student into class, at some point in the lesson the student should be asked why they are late, reminded about the need to be on time and marked as late on the register.
- Persistent lateness must be referred to the Programme Manager/Deputy Programme Manager.
- A teacher should consider the following points when deciding whether to admit a late student or not:
  1. Any known welfare/mobility issues confirmed with Student Experience and Welfare team
  2. The extent of the lateness
  3. The point in the lesson which has been reached
  4. The likely disruption to learning
  5. The previous punctuality record of the student

### Notes/exceptions

#### In-sessional:

- The same General Principles as outlined above apply to Insessional classes.
- There may be occasions when students for Insessional classes arrive after the scheduled start time. Distance between venues and unscheduled programme activities are two of the most likely causes.
- If the teacher does allow a late student into class, the student must be asked why they are late, reminded about the need to be on time and marked as late.
- Persistent late students should be referred by Insessional Programme Management and Programme Support to their School.

### 9. Missed Class Policy for Students under the Age of 18

The In-Sessional programme follows the university policy for the safeguarding of under 18s and vulnerable adults. The Student Health and Wellbeing Service will be contacted if there are concerns regarding missed classes for an under 18 student.

### 10. Room Change Policy

Teaching sessions for all programmes start on the hour. Classes are primarily scheduled in one or two hour blocks consisting of 55 minutes of teaching for sessions scheduled for one hour and 100 minutes for those scheduled for two hours. Classes scheduled in one hour units finish at five minutes to the hour to allow changeover time and two hour sessions typically finish at twenty to the hour.

### 11. Mobile Phones in the Classroom

You should ensure that your mobile phone is always **switched off** when you are in classes, library areas, the Learning Resource Centre or any other quiet study area. If your mobile phone should ring while you are in one of these areas, you may be asked to leave.
12. Communication

We will communicate with you through a variety of methods. The principal methods of communicating with you will be:

- University e-mail address – no emails will be sent to personal addresses
- Blackboard – your subject materials and announcements by your teachers
- See Section H1 for guidance on how to access your University Email and BlackBoard

Make sure you check these whenever you are not in class to make sure you do not miss important messages. Other methods of communication include:

- Notice boards in the INTO Centre building
- Mobile telephones – urgent text messages or calls

Use of email

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

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

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

13. Blackboard

Blackboard is Newcastle University’s institutionally supported Virtual Learning Environment (VLE). Blackboard is a Web-based application with features including Programme and Module information, Teaching and Learning materials, Module Assessment, and other activities.

All INTO Newcastle University modules have a presence on Blackboard.

You will be provided, as a minimum, with the following key module information via Blackboard:

- The credit weighting of the module
- Details of the learning outcomes for the module
- The schedule of teaching activities relating to the module
- Details of the type, weighting and schedule of assessments and the schedule for the return of feedback on assessments
- Contact details of the Module Leader

Details of any core or recommended reading for the module will also be available via Blackboard.

Key teaching materials, e.g. PowerPoint slides or hand-outs, may also be uploaded to Blackboard, but please note that staff teaching on modules are not required to do so and may decide against uploading such information.

Teaching staff are also not required to upload their personal lecture notes, their lesson plans or complete transcripts of their contributions to the module to Blackboard.

Teaching staff also decide when such materials should be made available to you.

You will be provided with clear guidance about where information and resources are located on the module’s Blackboard site in the first week of teaching.
<table>
<thead>
<tr>
<th>Logging into Blackboard is very easy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- First, type <strong><a href="http://bb.ncl.ac.uk/">http://bb.ncl.ac.uk/</a></strong> into the location bar of any web browser and press enter. This will direct you to a page introducing you to Blackboard and providing news and information about the system.</td>
</tr>
<tr>
<td>- To proceed, click on the “Login” tabs. These will direct you to a form comprising <strong>USERNAME</strong> and <strong>PASSWORD</strong> boxes. Once you have completed the form, you will have access to the list of modules.</td>
</tr>
<tr>
<td>- When you have finished your session, please <strong>don't forget to logout!</strong> Use the Logout tab at the top of the browser window.</td>
</tr>
</tbody>
</table>

What do I do if...?
- I have forgotten my username and/or password? Get in touch with the University helpline – email **helpline@ncl.ac.uk**.
- I don’t seem to be registered for some of my modules? Your Blackboard account will only show modules for which you are registered and which are active on Blackboard. If a module is missing you should first check that the relevant lecturer is using Blackboard for this particular module.
### Section B: Programme and Module Information

#### 1. Overview and Important Definitions

This section provides information specific to your programme. It is important you have an understanding of your degree programme as a whole and how each module 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 normal undergraduate academic year is 120 credits. Your total study time is expected to total 100 hours for each 10-credit module.

- **Aims** – each degree 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.

- **Programme regulations** – explain which modules can be taken, programme-specific progression rules and programme-specific degree classification rules.

- **Programme specifications** – the specifications for each programme contain information on the aims, learning outcomes, teaching and learning methods and assessment strategies specific to each programme.

#### 2. Programme Aims and Outcomes

The aim of the In-Sessional programme is to help you effectively communicate knowledge of your subject area. Our modules help you to bridge the gap between general English and the academic English needed to succeed in UK university life. To achieve this aim, we offer courses which help you to develop the four skills of reading, writing, speaking and listening within an academic context.

For more information about the range of modules offered please see our brochure, or the In-Sessional website:

In-Sessional Home Page: [http://www.ncl.ac.uk/students/insessional/](http://www.ncl.ac.uk/students/insessional/)

#### 3. Credit-Bearing Modules

- Credit Bearing modules are not suitable for research students (MPhil, PhD etc.).
- These modules are for students who need Newcastle University credits for their programmes of study.
- These modules are for students whose first language is not English.
- To register, you must have signed permission from your tutor, supervisor or Degree Programme Director.
- All modules have 2 – 4 hours per week in class plus assessment at the end of the Semester.
- All modules have a minimum 75% attendance requirement.
### Semester 1 Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Value</th>
<th>Entry Level</th>
<th>Brief description</th>
<th>Assessment</th>
<th>Who can take these modules?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Reading and Writing (Part A)</td>
<td>INU1004</td>
<td>10</td>
<td>&lt; 69 in the UELA writing test</td>
<td>This is an introduction to writing in academic English. You will develop your academic style, grammar and vocabulary. You will learn how to plan, write and revise assignments and how to use sources. You will also develop a critical approach to reading.</td>
<td>Coursework (100%)</td>
<td>Undergraduate students and exchange students (with the permission of their tutor/supervisor or Degree Programme Director)</td>
</tr>
<tr>
<td>Listening, Speaking &amp; Presentation Skills</td>
<td>INU1008</td>
<td>10</td>
<td>&lt; 69 in the UELA listening test</td>
<td>You will develop the skills and strategies needed to understand lectures and discussions and participate actively in seminars and tutorials. You will learn about how to give effective presentations and have the opportunity to practice this skill on a number of occasions.</td>
<td>Coursework (50%)</td>
<td>Oral Presentation (50%)</td>
</tr>
</tbody>
</table>

### Semester 2 Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Value</th>
<th>Entry Level</th>
<th>Brief description</th>
<th>Assessment</th>
<th>Who can take them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Reading and Writing (Part A)</td>
<td>INU1014</td>
<td>10</td>
<td>&lt; 69 in the writing test</td>
<td>This is an introduction to writing in academic English. You will develop your academic style, grammar and vocabulary. You will learn how to plan, write and revise assignments and how to use sources. You will also develop a critical approach to reading.</td>
<td>Coursework (100%)</td>
<td>Undergraduate students and exchange students (with the permission of their tutor/supervisor or Degree Programme Director)</td>
</tr>
<tr>
<td>Academic Reading and Writing (Part B)</td>
<td>INU1005</td>
<td>10</td>
<td>INU1004 and &lt; 69 in the writing test</td>
<td>This module extends the content of INU1004. You will learn how to write up primary research, by focusing on the typical sections found in this genre. These include: introducing your research, describing the method used, presenting your findings and drawing conclusions.</td>
<td>Coursework (100%)</td>
<td>Postgraduate Taught students (with the permission of the Degree Programme Director)</td>
</tr>
<tr>
<td>Module</td>
<td>Code</td>
<td>Credits</td>
<td>Module Code</td>
<td>Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------</td>
<td>---------</td>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening, Speaking &amp; Seminar Skills</td>
<td>INU1009</td>
<td>10</td>
<td>INU1009</td>
<td>Leading a seminar (50%) &lt; 69 in the listening test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>INU1009</td>
<td>Coursework (50%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Dissertations in Science &amp; Engineering</td>
<td>INU8001</td>
<td>10</td>
<td>INU8001</td>
<td>Coursework (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>INU8001</td>
<td>Postgraduate taught students on Degree Programmes in SAgE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Teaching and Contact Hours

Each In-Sessional module involves a weekly class, lasting two academic hours.

For the credit bearing modules, some of these classes may be replaced later in the semester by individual tutorials or ‘workshop’ style classes in which you can work individually at your own pace, supported by the class teacher.

Each of the subjects you will study has a Module Leader, who prepares the programme of study and assessment for that subject and teaches some of the classes. Other members of the teaching staff will also be responsible for teaching classes. All of your teachers are extremely well qualified to teach English for Academic Purposes.

5. What you can expect from us

We will provide a structured learning programme. Our aim on the In-Sessional programme is to support you on your other modules at the university by providing similar modes of learning and teaching.

You may be expected to fully participate in any the following, depending on the type of module you have registered for:

- Small group activities – you will read texts, write short texts, ask and answer questions and discuss problems in small groups.
- Lectures – you will take notes while listening.
- Seminars – you will participate by giving presentations or listening to presentations given by others and participate in any discussion that follows or completing group activities.
- Tutorials – you may meet your class tutor to discuss your work, your progress and your needs.
- Self-study – for the credit bearing modules, you are expected to spend a lot of time working independently in order to carry out research, write assignments or work on the language areas you need to practise.
Academic assessment and support
- For the credit bearing modules, assignments and coursework will be marked and returned within 20 working days of submission, with appropriate comments and feedback. If circumstances make this impractical, your teachers will explain this to you and give you a revised date by which they will be returned.

Student satisfaction procedures
- We want you to succeed and enjoy your time on the In-Sessional programme.
- Should a problem arise, we will try to solve it quickly and effectively or where appropriate, give you the information and advice to enable you to take action.

Please follow the procedures below.
- If you have a problem with the academic part of your course, you should first speak to your teacher, the Deputy Programme Manager or the Programme Manager.

6. What we expect from you

- Regular, punctual attendance at all timetabled sessions is required.
- Complete assignments and submit all the copies required by your teacher on time and as instructed.
- Participate actively in class, by working individually or with other students on tasks set by the teacher or answering questions asked by the teacher. If you do not understand what the teacher is saying, we expect you to ask questions to help you understand.
- For credit-bearing modules, you will keep an electronic copy of all assignments together with any copies of sources you have used, all your plans and drafts of the assignments, all notes taken from sources used for the assignments, and all web links to online articles and documents used in the writing of the assignments. You may be asked to provide these in cases of plagiarism accusations.
- When you are not in class, you will complete tasks given to you by your teachers, or organise and carry out your own self-study. You will have a busy timetable but even so, it is not possible to cover everything that you need to know in class; you must work independently to develop your own knowledge and understanding.
- You are expected to attend all timetabled sessions. Please do not arrange flights home that lead to you missing any classes.

And finally – remember:
- Ask questions if you do not understand something in class.
- Do plenty of independent study to support the work covered in lessons.
- Get into the habit of teamwork, co-operation and a willingness to listen to others, but do not collude. Collusion is a form of plagiarism, involving at least two people, both with the intent to deceive.
- Show respect and consideration for your fellow students.

7. Studying on the In-Sessional programme

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

2. Make sure that your study time is genuinely productive. Ask yourself whether you are really learning or thinking - or are you merely wasting time? You waste time if you write out lists to be learned or acted upon on some later occasion (although a general plan of what to do during the week, etc. is useful), or if you copy out notes without thinking about what you write. Beware of satisfying your conscience by doing undemanding tasks which save you the effort of thinking.
3. Review your work for the evening (and also for the week and for the term) in order to make sure that you allot an appropriate amount of time to each of your subjects and to each part of each subject. Give the important or difficult tasks priority. Tackle them first, or at least arrange your study so that the work which needs careful thought or special attention is done while you are still fresh (try to avoid working late at night).

4. 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**

5. 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.

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

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

**Taking notes**

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

9. Do not try to write down everything that is said in a lecture. Distinguish key points from detail. If you get the bigger picture right, details will follow and settle more easily. Some of the detail may be readily available in a textbook, and some detail may be quoted only for illustration. Taking notes involves following the lecturer's thought and argument, and summarising points so that you can recall and revise the material. Note-taking is not a substitute for thinking.

10. In taking lecture notes on complex aspects of a subject, do you find that you are missing important points while you are busy writing down unimportant details? If so, you are probably trying to write too much. Concentrate on the main points, summarising them as briefly as possible. Leave large spaces. Then go over the notes as soon as possible afterwards, and fill in the details or examples to amplify the general points.

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

**Revision from Notes**

12. Lecture notes clearly need to be understood (see point 11). At the time of their creation this might have been the case but later on, when revision or learning for the first time is in earnest, comprehension problems can arise. Where clarity is lacking, there will be a need to refer to alternative material found in other students' notes or the library, or to seek the assistance of the appropriate academic member of staff.

13. There is no single best way of preparing for revision tutorials or classes. A simple procedure is to place a question mark in the margin of your notes, add to this a subscripted number (e.g. $ ?_4$), and to underline the phrase or equation causing problems, whilst also writing out (as question 4 in this case) what 'type of difficulty you are experiencing'. Whatever procedure you use or devise the important point is to note what you do not 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 teacher's time, and ensure that the real problems are addressed in such sessions.

14. Teaching staff cannot always stop what they are doing to see you at the time you call or request an appointment, so book such consultations by email in good time and keep your appointments.
Reading
15. Before starting to read a book or chapter, glance through it. This gives you a general idea of what the book or chapter deals with. Likewise, making lists of the headings used in notes can indicate the thought processes associated with the development of the subject.

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

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

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

Study Support
19. There are many different learning and study strategies and it is important to recognise which ones work best for you.

Different teachers present their teaching sessions in different ways within the course and there will be a wide range of teaching, learning and assessment strategies used. You may have lectures; discussions; individual and group work; classwork and self-study tasks and you will be given help to deal with the different demands those will make on you.

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

To get help with Study Support tell us if you have any needs, such as:
- you may be dyslexic;
- you may have partial sight or hearing;
- you may have mobility difficulties;
- you may have learning difficulties/disabilities.

If you need a lot of help, we will arrange for you to see someone who can tell us more about the kind of support we should give you. In this event, your Programme Manager will work with you and draw up an Individual Learning Plan, which outlines what we have agreed.

We expect you to go to any extra classes we arrange for you!

Every term, we will review your progress. We will talk to you and your teachers, making any changes that may be needed to your support plan. At any time, if you are not happy, you can ask us for a review. When you finish your course, we will ask you to comment on the help we arranged for you.

Remember, if you have any questions about Study Support, speak to the Programme Manager.

Concluding Remarks
The most important points are as follows: motivation, and the ability to organise your own time and study.
### Section C: Student Support

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Induction and Orientation Programme</td>
</tr>
<tr>
<td></td>
<td>Please see guidelines from your academic school on the orientation and induction programme which they offer for you.</td>
</tr>
<tr>
<td>2.</td>
<td>Personal Tutoring</td>
</tr>
<tr>
<td></td>
<td>Please refer to the relevant information from your school concerning allocation of personal tutors.</td>
</tr>
<tr>
<td>3.</td>
<td>Programme Management</td>
</tr>
<tr>
<td></td>
<td>The <strong>Programme Manager (PM)</strong> is responsible for the structure, content and standards of the In-Sessional programme. His/her role may involve module development and changes to course content. Your class teacher may refer you to the PM to discuss academic issues. The <strong>Deputy Programme Manager (DPM)</strong> supports the PM and is in charge of the programme in the absence of the PM.</td>
</tr>
<tr>
<td>4.</td>
<td>Welfare</td>
</tr>
<tr>
<td></td>
<td>If you have any problems or personal issues which are causing you concern for example depression, financial worries or emotional problems, you can contact the university’s Student Health and Wellbeing for support. Please consult the website here:</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.ncl.ac.uk/students/wellbeing/">https://www.ncl.ac.uk/students/wellbeing/</a></td>
</tr>
<tr>
<td></td>
<td>Soon after arriving in Newcastle it is <strong>essential for you to register with a local doctor</strong> (also called ‘General Practitioner’ or ‘G.P.’). Make sure you make a note of your Doctor’s name, address and phone number.</td>
</tr>
</tbody>
</table>
It is advisable for students to register with a dental practice and unlike visiting the doctors, you will be charged for this service.

For dental emergencies, visit the Newcastle Dental Hospital, on Richardson Road (behind the Royal Victoria Infirmary, which is next to the University). Clinics take place from 9.00am-12.30pm and 1.30pm-4.00pm, Mondays to Fridays. [http://www.newcastle-hospitals.org.uk/directorates/dental-services](http://www.newcastle-hospitals.org.uk/directorates/dental-services)

**Prescriptions, Medicine and Pharmacies**

Pharmacists (also called chemists) sell simple, safe drugs and can give advice about minor illness. If you go to a doctor you may be given a prescription for medicine of some kind. You need to take it to the Pharmacy (i.e. Boots), where you will have to pay a fixed charge (currently £8.80 per item). Depending on your circumstances, you may be eligible for exemption from prescription charges, and receive help with dental and optical costs.

You can read more about the service in a variety of languages on the website [http://www.nhs.uk/NHSEngland/AboutNHSservices/Emergencyandurgentcareservices/Pages/NHS-111.aspx](http://www.nhs.uk/NHSEngland/AboutNHSservices/Emergencyandurgentcareservices/Pages/NHS-111.aspx) and read about other health services near where you live.

**Did you know?**

- We all support our NHS through paying taxes. This means health care is free of charge to everyone who is eligible
- Because our NHS is a free service, paid for by all of us, it is important that we use it only when we need to
- GP surgeries will make sure we are seen as quickly as possible for the needs that we have
- GP surgeries can sometimes give us advice over the phone
- It is very important that we do not miss appointments and that we let the GP know as soon as possible if we cannot attend
- Sometimes we can go to our nearest pharmacy (chemist) and see a pharmacist in private for common conditions and minor injuries; the pharmacist is an expert on medication to ease symptoms
How to use your GP surgery in a way that works best for everyone

Everyone should register with a GP surgery.

GP surgeries are made up of receptionists, nurses, doctors (GPs) and other health professionals.

You can see a nurse or doctor. Ask at reception about who is best to meet your needs.

Nurses and doctors are trained to a high standard and are experts in diagnosing illness and supporting people to manage their conditions. If needed they can make appointments for people to see a specialist.

You will be asked for personal information when you register.

All the personal information you give to the doctor or nurse is confidential. This means that your health care won’t be discussed with anyone, including your family, without your permission.

The only time when a doctor or nurse is unable to keep your information private is in the unusual situation where they hear about a child or adult being in danger or at risk of serious harm.

Tell reception if you need support to use the surgery. For example, wheelchair access or if you need an interpreter.

You must make an appointment to see a GP or other professional

Book your appointment by phone, website or at reception.

You may have to wait for a non-urgent appointment. If you think you need to see someone urgently, tell reception and if needed you will be seen the same day. If needed, home visits can be arranged.

Make best use of your appointment by deciding on your main concern. Ask about the benefits and risks of treatment choices and what these mean to you, so you feel part of any decisions.

Don’t forget your support needs (e.g. wheelchair, interpreter).

If you are given a prescription (green paper with details of medicines)

Take the prescription to a pharmacy (chemists).

Tell the pharmacist if you need support.

The pharmacist will give you your medication and will be able to answer your questions.

The pharmacist will check if you need to pay for prescriptions or if you can get them free.

Your GP will ‘refer you’ to see a specialist if needed

You may need to go to a hospital to see a specialist. Sometimes you might have to wait for an appointment. People who need to be seen urgently are seen first. Information about your appointment will be sent to you. If you find this information difficult to understand go back to your GP surgery. It is very important not to miss an appointment.

GP service and other useful websites

GP is always your first point of contact when you are unwell. Your GP and other health care professionals in the Practice offer you help and advice on Personal health, Stop smoking, Contraception, Mental health, Making referral for you to hospital test, treatment or see Consultants

If you need further information, please visit the following websites.

NHS Choices
http://www.nhs.uk/Pages/HomePage.aspx
(Information about nearest health services and how to live a well)

Newcastle Hospitals
(Information of hospitals and dental hospital in Newcastle)

Newcastle Hospitals Sexual Health Service
(Services available and opening times)
5. Emergencies

The number that you need to call when there is an emergency taking place is **999**—you can call this number in any situation which requires URGENT assistance. This might be for a fire, witnessing a crime taking place or if somebody needs urgent medical attention. The operator on the phone will ask you which service your require and you must answer Fire, Police or Ambulance.

You should use 101 to report a non urgent crime or for general police enquiries. For example:

- If a crime has already happened
- To give information about a crime
- To speak to your local officer

In cases of an accident it is also possible to take someone to the Accident & Emergency Department of a hospital. The nearest is:

**Accident and Emergency Ward, Royal Victoria Infirmary, Richardson Road, Newcastle upon Tyne, NE1 4LP.**

There is also a confidential, emergency health phone line open 24 hours a day, every day for advice and health information—just call 111.

You can also visit an NHS Walk-in Centre and see someone there without an appointment. The nearest walk-in centre, open 8am-8pm, 7 days per week is located at; **Molineux Street NHS Centre, Byker, Newcastle upon Tyne, NE6 1SG.**

6. Registering with the Police

If you receive instructions in your passport or on your BRP card to register with the Police, you must do so within 7 days. Do not miss this appointment, even if you have classes, just fill in a PEC form after your appointment.

- On the day of your appointment you will need to take with you:
  - Your passport
  - Enrolment document
  - Two recent passport photographs
  - £34 in cash
  - Any relevant sponsorship documents
  - Keep your registration documents up-to-date. You **must** advise the police when you change address or leave the University, or if your visa is extended during your time in the UK. **Keep your registration documents safe.**
Section D: What to do if things go wrong

1. Personal Extenuating Circumstances (Attendance in class)

Please remember that a minimum of 75% attendance is necessary to pass modules INU1004/1014/5/8/9 or INU8001. Credit-bearing students who have missed a class from these modules will be contacted by the In-Sessional admin team and asked to complete an absence form if they believe that they have a valid reason for being absent from class by unforeseen and unavoidable personal extenuating circumstances. **DO NOT assume PEC form submissions will be authorised.** Students are advised to carefully read the notes below before completing a PEC Form (for Attendance in Class).

1. INTO Newcastle University expects students to cope with normal/minor life events without missing any classes. Please note that absences that relate to the following are **not normally** authorised:

   (i) Unspecified illness, illness relating to changing weather conditions or normal adjustment to UK culture.
   (ii) An illness covering a small number of lessons without evidence.
   (iii) Minor infection such as coughs, colds, headaches or hay fever.*
   (iv) Sleep deprivation – caused by communicating with friends/family in your home country
   (v) Failure to pay attention to food ‘use by’ dates or cook food thoroughly resulting in illness.
   (vi) Retrospective reporting of illness or other extenuating circumstances, without good reason.
   (vii) Ongoing medical conditions/disabilities or mental health conditions for which the student is already receiving reasonable adjustments via a Student Support Recommendation (SSR). **
   (viii) Transport problems, excepting those where it can be shown that adequate time had been allowed.
   (ix) Holidays, house moves, sporting or other social commitments.
   (x) Problems with personal computers, printers or other technology.

* Please note most minor infections can be treated by a visit to a local pharmacy, rather than a doctor.

** If a student has an undisclosed disability or long term illness that affects attendance in class, they should approach their class teacher or the Programme Manager/Deputy Programme Manager. Students who are deemed not fit to study or who cannot be supported with a disability that was not disclosed at the admissions stage may be asked to withdraw or defer their course.

2. When submitting a PEC Form (for Attendance in Class) **EVIDENCE should be provided with the form (original hard copies).** It is the student's responsibility to provide evidence to back up their claim. Evidence should outline the problems faced and the period of impact – e.g. doctor’s notes, a statement of support from a tutor etc. It is recognised that this can be difficult, but a request is more likely to be approved if independent evidence is available.

3. Those students who know in advance that they are going to be absent on classes, e.g. due to police registration should report this as soon as possible and provide evidence.

4. Students are strongly encouraged to discuss significant personal circumstances with their class teacher. Teachers may be able to provide a statement of support, which will be taken into account when a case is considered.

5. If the final decision is not to authorise a PEC submission, Student Progress will contact students to inform them of this decision. Any queries relating to your attendance should be addressed to the Programme Manager or Deputy Programme Manager

It is essential that you regularly check your UNIVERSITY EMAIL, as this is the most effective way staff will communicate important messages.
A credit-bearing absence forms will be sent to you by the In-Sessional admin team in the event that you are absent from a class. This must be completed in writing with hard copies of supporting evidence attached.

**In-Sessional English Programme Credit-bearing Modules Absence Form (example)**

This form must be completed for any absence from an In-Sessional English Programme credit-bearing module (INU1004/5/8/9 or INU8001). It must be completed electronically and returned immediately by email to the InSessional inbox: inessional@newcastle.ac.uk

If you need to submit evidence to support your absence, please either scan and email your evidence or, if this is not possible, place it in a sealed envelope with a copy of this form. Submit the envelope at INTO Reception, The INTO Building (13 on the Campus Map) Address the envelope to InSessional Admin Team, Student Progress, INTO Newcastle University.

If your absence is due to any matter that may affect your performance on your In-Sessional module or your degree programme, you need to speak to your tutor in your academic school who will advise you and help you to complete the relevant Newcastle University form e.g. PCAP, Concession etc.

Name:  
Student Number:  
Class Description  
Class Code:  
Date of Absence:  
Day/Time of Absence:  
Name of Tutor:  

1. Please explain the reason for your absence in as much detail as possible.

What affected you?

How did this affect you?

When did this affect you i.e. from when to when?
2. If you can, please provide evidence to support your reason (list the evidence below and follow the instructions given above if you need to).

Student Signature:

Date of Signature:

2. Personal Extenuating Circumstances (for Assessment)

Students who believe that their study or ability to complete assessments is being adversely affected by unforeseen and unavoidable personal extenuating circumstances should advise INTO Newcastle University by completing the on-line PEC form link below, so that appropriate adjustments can be made. Students are advised to carefully read the notes below before submitting a PEC application.

Link to form: [http://forms.ncl.ac.uk/view.php?id=10542](http://forms.ncl.ac.uk/view.php?id=10542)

a. Students are expected to progress their studies, and complete all assessed work, in line with their peers on modules and programmes. This ensures fairness to all students as, for example, all students are given the same time to complete assessments.

Variations to the normal progression and assessment pattern are therefore only approved for good reasons. Good reasons are normally those associated with exceptional, unexpected and serious medical problems, personal problems or disabilities/long term illnesses etc. Rules are not entirely prescriptive and each case is taken on its merits.

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

- an extension to the hand-in date for a piece of work (see point 7 below);
- an exemption for a minor item of course work;
- a deferral of the assessment to a later normal occasion (if possible);
- permission to set aside (ignore) attempts at assessments;
- permission to sit an extraordinary examination – i.e. setting an examination at an unusual time;
- permission to repeat a period of tuition, setting aside previous attempts (e.g. re-doing a Year or Semester as if for the first time)
- recommending discretion at the Board of Examiners – e.g. potentially allowing you to pass a module by discretion.

c. It is the student’s responsibility to report any significant personal or extenuating circumstances that had a substantial impact on their performance in their studies or in their assessments/examinations

PEC Forms must be submitted to INTO Newcastle University, via the above link as close as possible to the time that the problem arose and wherever possible in advance of an assessment deadline or any imposed centre deadline.

d. The PEC form must be fully completed and supported by documentary evidence. The form should include clear details of study/assessment affected, including dates of impact. If the form is not fully complete the PEC application may be rejected.

- The PEC form must provide clear details of the unforeseen and unavoidable personal circumstances that significantly affected the student’s performance in the assessment.
- The student is required to be precise about how their work was affected – e.g. lack of time to complete the project for the module, missed X hours in the laboratory, unable to revise, etc.
• The PEC form must indicate how long the problems lasted.
• All modules/assessments that have been adversely affected must be listed and include details about what assessments were affected – e.g. 2nd essay, exam for module X, lab report for module X.

e. The University expects students to cope with normal/minor life events without requiring adjustments. Please note requests for adjustments that relate to the following, are not normally accepted as the basis of a PEC application:

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

6. It is very rare for a case to be approved without some form of independent evidence. Therefore it is important to submit documentary evidence which provides independent corroboration of the circumstances to support the request.

7. If a student has a disability or long term illness that requires adjustments, they should have approached the Student Wellbeing Service. Adjustments may have been made throughout the student’s studies – e.g. provision of scribes, extra time in examinations etc. The University would not therefore expect to receive a PEC in respect of their disability/long term illness unless there has been some particular change in the student’s condition or additional problems have arisen – it is for the student to demonstrate that and to provide the appropriate evidence.

8. If a student has a temporary disability, that requires a short-term adjustment for the examination period, they should approach the Welfare Officer to request appropriate adjustment. If approved the adjustments, e.g. provision of scribes, extra time in examinations, etc. will be notified to the student.

9. The student is asked to suggest what adjustment they feel is appropriate to their circumstances; however the PEC Committee will make the final decision. This means, for example, that the student may find that they are given a one week extension, despite asking for three weeks.

10. The University expects all students to plan their time effectively. It is expected that you will take data back-ups, that you will print out your assessments in good time etc. As a consequence, problems with computers, printers etc. are not generally acceptable as grounds for a PEC.

11. EVIDENCE should be provided with the form, attached electronically as part of the on-line submission. It is the student’s responsibility to provide evidence to back up their request. Evidence should outline the problems faced and the period of impact – e.g. doctor’s notes, a statement of support from a tutor etc. It is recognised that this can be difficult, but a request is more likely to be approved if independent evidence is available.

The following important points about evidence should be noted:

• In the event of a bereavement of an immediate family member, the University accepts that it can be difficult to articulate and assess impact on studies. It will help if the student is specific by providing information such as their relationship to the deceased, the timing of the death (e.g. just before examinations), how much study time was lost (e.g. travelling to join family and/or attend the funeral), the location of the funeral etc. In addition, students are advised to obtain independent evidence such as; a supporting statement from a tutor or other member of staff, to help the committee understand the impact on studies. A relative may also wish to provide a letter of support and a student may, include a copy of a death certificate or other notice of bereavement, if available.
Students are advised NOT to seek to create evidence after the event. For example asking for a Doctor’s Note retrospectively which states, ‘the student informs me that…..’ will not normally be accepted as strong evidence.

12. If students want to apply for an extension, they MUST submit a PEC form as soon as possible and BEFORE the advertised submission date.

• It is a student’s responsibility to ensure that work is submitted on time. Students are advised to ensure that work is submitted (or at least ready to be submitted) BEFORE the deadline. Last minute problems e.g. with buses or printers – are not valid grounds for seeking an extension.

• Extension requests can be granted for short periods of up to 7 days by self-certification with PEC (Attendance in Class) authorisation. Longer extensions may be granted with appropriate documentary evidence.

• It is only via evidence from a healthcare professional that retrospective evidence can be accepted.

• There is a penalty if work is submitted late for the original deadline or the approved extension deadline. If the work is up to 7 calendar days late the maximum mark that will be awarded is a pass mark. If the work is more than 7 calendar days late it will be awarded a mark of zero.

Students are strongly encouraged to discuss significant personal circumstances with their class teacher or the Programme Manager/Deputy Programme Manager. In-Sessional teaching staff may be able to advise how to phrase the application or whether alternate sources of help may apply. Also, teachers may be able to provide a statement of support, which will be taken in to account when a case is considered.

No detailed feedback on any PEC application is given. However, Programme Managers or the Head – Student Progress & Admissions will inform students promptly of any adjustment that has been approved, or any application that is unsuccessful. Until such a confirmation is received, the student must continue to attend classes and submit work as required.

However, no individual feedback is provided in relation to the rating submission that the PEC Committee recommends to the Board of Examiners.

In accordance with the Data Protection Act 1998 and University procedures, a PEC Committee (or a designated member of that Committee) will consider the form and evidence. This is a small sub-group of the Board of Examiners. No personal details – only summary recommendations – will be disclosed to the wider Board of Examiners. Summary information may also be made available to the Board of Examiners or other staff.

It is possible to appeal against a PEC decision. To do so, the student must follow the Academic Queries & Appeals Procedure (www.ncl.ac.uk/students/progress/Regulations/SPS/appeals.htm) initially for level 1, email the Head – Student Progress & Admissions within 14 calendar days of the PEC decision.
PEC Form example (online submission) (for Assessment ONLY)

Personal Extenuating Circumstances Form - INTO

This Personal Extenuating Circumstances (PEC) form is ONLY for those students who are registered students of INTO Newcastle University.

Students who believe that their study or ability to complete assessments is being adversely affected by unforeseen and unavoidable personal extenuating circumstances should advise their academic unit by completing this form, so that appropriate adjustments can be made. Students are advised to carefully read the Submission Guidance notes available at the INTO Reception before submitting a PEC application.

All fields marked * are mandatory.

Name *

First

Last

Email *

Student Number *

Programma of study
(e.g. International Foundation in Humanities and Social Sciences) *

Module Assessment Details affected by Personal Extenuating Circumstances *
List all modules affected
e.g. e.g. INU0513, essay submission, Ms Barbara Critchley, 01/10/2016

Please indicate how your studies and assessments have been affected *

Tick all that apply

☐ Unable to submit my work on time

☐ Unable to participate in group work

☐ Unable to attend my exam(s) or other session(s)

☐ Unable to prepare effectively for my examinations

☐ Unable to submit my work despite being given an extension

☐ Unable to attend University for more than 5 days
☐ Unable to write comfortably in examination conditions
☐ Able to work, but feel my performance has been affected

Affected in the following way NOT listed above

Requested adjustment
N.B. The PEC Committee has the final say about the most appropriate form of adjustment *

Tick all that apply
☐ Extension (Self Certified up to 7 days)
☐ Extension (Official Medical Evidence)
☐ Repeat Module/Programme with attendance
☐ Deferral of assessment attempt to next normal occasion of assessment
☐ Repeat Stage or Semester at first attempt
☐ Be considered for Board of Examiners discretion

Other adjustment (please detail below)
Provide details of adjustment requested and any previous adjustments or extensions. If applying for multiple modules/assessment provide details of each:

Details of Personal Extenuating Circumstances *
☐ Medical
☐ Personal
☐ Other

Period affected
From: *
DD / MM / YYYY

27
Period affected

From: *

DD / MM / YYYY

To *

DD / MM / YYYY

Impact on Study *
Please provide as full a description of your Personal Extenuating Circumstances as possible, including how these have impacted on your studies

If you have already reported your circumstances on a PEC Form for Attendance in Class, please upload a scan below:

Browse...

 Supporting Documents
Please upload any supporting evidence/documentation

Browse...

**Data Protection Statement:** The PEC applications will be accessed by members of the PEC Committee and those administering the PEC process.

The information provided will be used to help the PEC Committee determine whether an adjustment is appropriate and should be granted. The information will not be used for any other purpose.

Applications will be kept on record with the relevant campus for up to **

For information on the University’s Data Protection protocol, please visit http://www.ncl.ac.uk/data.protection/

Continue

Questions about the content of this form should be directed to its owner.
Concerns and technical questions about this form should be directed to it.servicdesk@ncl.ac.uk
### 3. Withdrawal

If you decide to withdraw from a credit-bearing module, you must first contact the appropriate member of staff in your academic school.

### 4. Complaints and Appeals

Speak to your class teacher about academic concerns or complaints and try to resolve them informally. If they do not resolve your complaint or query contact the Programme Manager as the next step.

If informal complaints you have raised above are not resolved by your personal tutor, programme manager or the accommodation team; for academic matters you should email Alex Perrin.

If you are not satisfied by the response that you receive from Alex Perrin then you should follow the formal University progress below:

The Student Complaints and Resolution Procedure is the University’s formal complaints procedure under the Student Charter. It is intended to allow students to make a complaint about a service, 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](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 Queries and Appeals Procedure is for appeals against the decisions of the Boards of Examiners (except those related to assessment irregularities), Personal Extenuating Circumstance (PEC) Committees, and sanctions imposed under Unsatisfactory Progress procedures. More information is available here: [http://www.ncl.ac.uk/students/progress/Regulations/SPS/appeals.htm](http://www.ncl.ac.uk/students/progress/Regulations/SPS/appeals.htm).

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

a) Grounds for academic appeal following Board of Examiners Decisions:
   - Personal Extenuating Circumstances (PEC) that you were unable to disclose in advance of the Board of Examiners meeting via a Personal Extenuating Circumstances (PEC) application, or were unable to provide evidence for at that time, or of which you were previously unaware
   - Procedural irregularity on the part of the examiners
   - Bias or prejudice on the part of an examiner or examiners.

b) Grounds for academic appeal following PEC Committee Decisions:
   - Procedural irregularity or other error on the part of the PEC Committee
   - Bias or prejudice on the part of the PEC Committee.

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

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

Note: An appeal relates to the decision of the examiners and should not be used to raise general complaints about tuition or support over the length of your degree programme.
You are expected to make every effort to raise your assessment/progress query, in writing, with the School directly concerned in the first instance. Impartial advice on both procedures may also be sought from the Student Progress Service. Assistance with submitting a formal complaint or an appeal may be sought from the appropriate officer of the Students’ Union, from the Student Advice Centre, or from a Personal Tutor.

5. Additional Support to Study Procedure

The Support to Study Policy and Procedure outlines the University’s approach to supporting students who may be struggling with their studies due to health issues.

More information is available here: https://www.ncl.ac.uk/students/progress/Regulations/Procedures/f2s.htm

6. Re-Sits

If you fail the coursework component of a credit-bearing module, you will have the opportunity to resubmit the coursework. You are considered to have failed this component of the module if you score 39 or less.

If you fail the speaking tests for INU1008/9, you will have the opportunity to retake this assessment. You are considered to have failed this component of the module if you score 39 or less.
## Section E: Assessment and Feedback

<table>
<thead>
<tr>
<th>1. Coursework Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your assignments will be set according to a strict timetable. You will be told the dates when work is set and the deadlines when it must be submitted. One of the skills of academic life is time management and it is important to learn to prioritise your work.</td>
</tr>
<tr>
<td>Please see the relevant Blackboard page under ‘Assessment’ for specific information relating to the coursework requirements for each credit-bearing module.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Plagiarism</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is defined for the purpose of this procedure as the unacknowledged use of another person’s ideas, words or works either verbatim or in substance without specific acknowledgement.</td>
</tr>
<tr>
<td>In recent years a small, but growing, number of students have found themselves in difficulties as a result of submitting coursework which has been copied. On occasion, this has been done innocently, the student not realising they were doing anything wrong. However, whether innocent or not, the presentation of another’s work as your own (plagiarism) is against the rules of the University and is not acceptable. It is in your own interests, therefore, that you clearly understand that any work submitted for assessment must be your own work alone. Remember you are learning for your own benefit and you will not learn simply by copying another’s work. The only exceptions to the above will be cases where academic staff have explicitly stated that joint work is acceptable.</td>
</tr>
<tr>
<td>The University makes routine use of a software package known as Turnitin to identify cases of plagiarised coursework. Turnitin is a software programme which searches a huge database of journals, past student work and much of the internet to find strings of text which match a piece of student work. A report showing these matches is produced and the report can be assessed to see if the matches are common phrases, correctly referenced, or not correctly referenced, requiring follow-up with the student.</td>
</tr>
<tr>
<td>The above is in no way intended to discourage you from discussing your work with your colleagues. Indeed, it is essential to your education that you do so. Much of your professional life will be concerned with group activity and the refining of ideas through discussion. It is important that you develop skills in this area. It is not unusual to find that, in trying to explain to a fellow student what it is you do not understand you realise that you do understand after all. Nevertheless, work submitted for assessment must be your own work.</td>
</tr>
<tr>
<td>The University’s procedure in full can be found at: <a href="http://www.ncl.ac.uk/students/progress/student-resources/regulations/assessment.htm">http://www.ncl.ac.uk/students/progress/student-resources/regulations/assessment.htm</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Submission of work and return of assessed work policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td>These rules relate to assignments/projects/coursework which you will have to do as part of your programme. It is important for us, and the University that all students are clear about what happens if a deadline is missed. We must also be clear about how long we will take to mark your work and how long you will need to wait in order to get your grade and feedback.</td>
</tr>
<tr>
<td>INTO Newcastle University must follow Newcastle University’s guidelines for these two areas. The full requirements are available online. The webpage and reference are supplied at the end of this document.</td>
</tr>
<tr>
<td><em>We understand that for many students, assignments, deadlines, our marking system, University rules and everything else we do at INTO Newcastle University will be very new and overwhelming. Teachers/module leaders and Programme Managers understand this.</em></td>
</tr>
</tbody>
</table>
Both you are ourselves need to work hard to make sure you are ready for University study at the end of your INTO programme. This means academically ready but also ready for the many University processes and rules. This is why we need to follow University rules (policies).

However, all of us understand how new everything is and so if for your first assignment only you have not quite followed the rules as stated below, we will look at each situation and decide what you need to do.
Our advice is that you tell your teachers as soon as you realise you don’t understand the process/rules or as soon as you realise you are going to have a problem.

Policy on Submission of Assessed Work
What are the rules for submitting summative coursework assessments?
On your course some assignments will be formative. This means you will be given feedback on them to help you improve, but you may not be given a score. Other assignments will be summative, which means you will be given a score which will count towards your overall mark for that module.

How do I know when to submit work?
You will be told about deadlines (the week and approximate date) for all summative coursework assessments in the first two weeks of the semester.
You will also be told HOW you need to submit your work. You may have to submit a paper-copy AND an electronic copy. Your teacher/module leader/programme manager will tell you if you need to submit both types or not.

What happens if I miss a deadline?
There are 3 situations which can happen in terms of missing a deadline.
1. You missed a deadline and you did not tell the teacher in advance.
2. You missed a deadline, but you knew this would happen and you had told the teacher/module leader in advance.
3. You missed a deadline, but you knew this would happen and you had told the teacher/module leader in advance and you were given an agreed amount of extra time and an agreed later date/time to submit your work (extension)

Please read the following rules very carefully:

Situation 1 and Situation 2: Late submissions without an agreement to hand in late (extension)
• If you submit your work after the deadline it will be marked as late. No flexibility is allowed either on the time or date of the deadline.
• If you submit your work within 7 calendar days of the deadline you will be given a capped maximum mark. This is 40% (pass mark) for an academic assignment, or 55 as a maximum for an EAP assignment.
• If you submit your work more than 7 calendar days after the deadline you will be given a mark of zero. In this case, you would not be allowed to resubmit your work.

INTO Newcastle University will keep a record of the mark that would have been achieved if the work had been submitted on time, as well as the capped mark in the first situation. In some cases (e.g. if you are a borderline pass) this mark may be taken into consideration by the Board of Examiners as evidence of your ability.

Situation 3: late submission with an extension
If you know you are going to have a problem which means you will miss a deadline, you should apply for an extension (agreed extra time after the original deadline). This gives you permission to hand in late.
If you have an extension, then you must hand in your work within this time period. In this case, your work will be marked as normal.

Note ... to apply for an extension, you must complete a Personal Extenuating Circumstances Application (PEC). You must do this as soon as possible, before the deadline. You must also submit evidence to prove your request is legitimate (e.g. a doctor’s note).
Computer problems are not an acceptable excuse for late submission, unless University equipment or systems are at fault. If you are given an extension, the length of it will depend on your circumstances and the evidence in your PEC application. The normal maximum length of extension is 2 weeks.
If you do not submit work after an agreed extension date/time, your work will be marked as late and the rules for situation 1 and situation 2 will apply.

32
Group coursework
All these rules also apply to group coursework as well. If you are part of a group and you have a problem meeting the deadline, you can complete an individual PEC application. You may be given an extension for your part of the project or the entire group may be given an extension. Groups can also submit joint PEC applications.

Students who do not submit work, or submit late on a regular basis will be monitored and their personal tutor will be informed.

Policy on Feedback on your Assessed Work
Feedback is given to you for all formative and summative assessments and exams. Feedback means the comments from your tutor about what you have done well in your assignment, and what you could do next time in order to get a better grade. Feedback can come in many forms:

- Spoken – a tutor talks with you and shows where your assignment is good and where it needs improvement
- Spoken – a tutor talks to the whole group and summarises common strengths and weaknesses
- Spoken – a tutor prepares a short video/podcast of some oral and written comments on your work
- Electronic (via Blackboard) – using Grademark, you get to see comments on your paper
- Written – these include comments on your paper and a summary sheet with good and weak areas

How is work assessed?
Where possible, work will be submitted and marked anonymously. This means the person marking your work will not know whose work they are marking. This is designed to help students so that personal preferences and attitudes about students are removed from the marking process.

You will be given all marks and feedback on your coursework within 20 working days of submission. [If feedback cannot be given within 20 days because of unforeseen circumstances, you will be told as soon as possible and informed when you will receive it.]

You will receive feedback on your work in time to help you improve for the next assignment. Your feedback will justify the mark given by explaining where you have/have not met the assessment criteria. It will also explain what you need to do to help you achieve a higher mark on future assessments.

[Remember, it is your responsibility to act on the feedback given. If you don’t understand your feedback or you need more advice about it, you can speak to your teacher or personal tutor]

Exams
You will be given feedback and provisional marks on examinations at the start of the next semester. You can request individual feedback on exams after Exam Boards have met.

You have a right to know the breakdown of marks and markers’ comments on examination scripts, although you do not have a legal right to see your exam script. You may be given the opportunity to see your script, but this is only to provide feedback. It is not an occasion to challenge marks or examiners comments. If necessary, this can be done through the University appeals process.

How and when you receive the marks for your assignments.
This policy applies to formative and summative assessment.

You will be given provisional marks for summative assessments and feedback within 20 working days of submission. As these marks are provisional, they may change after moderation at the Board of Examiners*

Your marks are confidential and will only be returned to you; they cannot be given to a friend on your behalf.

Full document available at:

*University meeting where all final marks are checked

4. Examinations

Please see the relevant Blackboard page for each credit-bearing module under ‘Assessment’ for the dates of any In-Sessional exams. It is your responsibility to check the timetable. You must also read and understand the Exam Rules and Guidance which explains how you are expected to behave during exams: http://www.ncl.ac.uk/students/progress/exams/exams/examrules.htm.

If you wish to be considered for alternative exam arrangements (e.g. extra time, rest breaks, use of a PC, smaller venue etc.) in light of a disability, specific learning difficulty or long term medical condition, then you should note that there are certain deadlines by which you must supply the appropriate medical evidence/documentation. For further information, you should contact the Student Wellbeing Service as soon as possible (http://www.ncl.ac.uk/students/wellbeing/disability-support/support/examinations.htm).
During the assessment period, it is very important that you look after yourself when studying and revising. If you manage your
time, you will study much more effectively and get great results in your exams. However, if you don’t feel like you’re coping you
can contact the Student Health and Wellbeing Service for support:
https://www.ncl.ac.uk/students/wellbeing/

A few tips to help reduce stress:

- Be sensible when you study—you cannot work for 24 hours, 7 days a week!
- Be aware of the times of day you work best
- Plan your work and make sure you take regular breaks
- Break large tasks into smaller, more manageable chunks
- Use a diary or wall planner
- Plan social time into your week
- Try to eat three meals a day and drink plenty of water
- Good sleep is vital: try to make sure you go to bed before midnight
- Try to get some exercise, even a 20 minute walk will clear your head
- Be positive. Tell yourself you can do it and you will be successful!

Please come and speak to your class teacher or the In-Sessional Programme Manager/Deputy Programme Manager if you are worried
about your assessments — we are always here to help!

6. Marking Criteria

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

Complete marking criteria for each assignment on credit-bearing modules can be found on the relevant Blackboard page under
‘Assessment’.

7. Marking and Moderation Processes

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

This document covers the Pathway Programmes and In-Sessional English only. Separate documents deal with moderation and
scaling in the English for University Studies and Pre-Sessional English.

Abbreviations:

| AD       | Academic Director (INTO) |
| AMR      | Annual Monitoring and Review |
| DPM      | Deputy Programme Manager |
| ML       | Module Leader (may be responsible for more than one module) |
| MT       | Module Teacher (may teach on more than one module) |
| PM       | Programme Manager |
| SPM      | Student Progress Manager |

Review and Approval of Draft Summative Assessments

All drafts of summative examination papers and summative coursework tasks are to be reviewed and approved.

All proposed content of summative examination papers and summative coursework tasks undergo review by the Module Leader
(ML) and Module Teachers (MT) to ensure clarity and fairness. A hard copy of each examination paper and coursework task along
with the corresponding marking rubric is produced by the relevant ML and distributed to Module Teachers at the review meeting.
MT’s are responsible for the security of the examination papers and coursework tasks, whilst in their care. Following the review
meeting, all copies of examination papers and coursework tasks (annotated or otherwise) are returned to the ML. It is the
responsibility of the ML to ensure that all copies are accounted for.
The ML then incorporates the agreed changes into the examination papers and summative coursework tasks. If there is no agreement, then the ML will refer the issue to the PM/DPM. They are then sent to the External Examiner by the PM or DPM for approval, if the External Examiner expresses a desire to see the draft assessments. For examination papers, this is suitably in advance of the date that is required for their submission to the University’s Examinations Office. All electronic copies of examination papers are password-protected to ensure security, but only if they are sent externally (e.g. to Newcastle University London). Passwords for secure files are kept and maintained by the PM/DPM.

If the External Examiner requests changes or offers comments that would materially change an examination paper or coursework task, these must be considered at a meeting of PM, DPM and ML, and a decision taken.

**Moderation of Assessed Summative Tasks**

**All summative assessments are to be moderated to confirm the fairness and validity of marking processes and standards.**

Prior to the task of marking summative assessments, a standardisation process occurs. The ML distributes, either physically or electronically, two pieces of work with the corresponding marking rubric to the relevant MT’s. All MT’s are required to mark these assessments prior to a formal standardisation meeting. At this meeting standards for marking the papers are discussed and agreed so that each marker understands how to apply the marking rubric.

When all summative assessments have been marked, samples for moderation are selected to further ensure standards across the full marking range have been followed. The minimum sample for moderation of assessments that individually account for ≥6 credits size is 20% of the total number of assessments. These are selected by the ML so as to represent a fair selection across the marking range. Where possible, this 20% sample would contain examples of work from each of the four quartiles in approximately equal amounts. If the assessment is <6 credits then the ML would moderate at least 3 assessments plus any fails.

Work is also moderated where a candidate either fails to follow the rubric and/or fails the assessment. However, it is important to note that marks cannot be changed following moderation of a sample or work. If it appears necessary to change any marks then all of the work will be double marked.

Where the moderator agrees that the marking is in accordance with the marking criteria for that piece of work the marks are confirmed and unchanged. Where the moderator disagrees with the mark awarded by >10%, or where marking is deemed unreliable, or where the marking shows a systematic error, then consideration is given to double marking all of the work. This decision rests with the PM in consultation with the DPM and relevant ML.

All summative oral assessments are viewed and assessed by at least two members of staff. In addition, all summative oral presentations/examinations are video recorded for the External Examiner. Oral assessments are marked independently and subsequently discussed to arrive at an agreed mark. If there is divergence of >10% between the two markers then both markers will meet with the PM or DPM to resolve the differences.

**All dissertations must be blind double marked.**

INTO has no assessments that fall into the category of dissertation. On the Graduate Diploma there is a 5000 word research essay which is blind-double marked. No other programme has an essay that require this level of marking.

Staff pairings are rotated such that each member of staff involved in marking works with a number of other staff in order to ensure consistency in marking. Normally, the average of the two marks is used for determining the module mark. If, however, the two markers disagree by >10% then they are required to meet to discuss the reasons for their marks and to agree a joint mark, and to record this on the front sheet bearing the marks. If they are unable to agree a third marker (preferably the PM or DPM) determines the final mark.
Students are to receive agreed marks and annotated scripts. Programmes should be transparent in their procedures and provide students with timely explanations of moderation and/or scaling processes.

For examination marks, evidence of second marking must be clearly visible (although this visibility will take different forms in different modules) to confirm that the moderation has been undertaken; this information is made available to the external examiners. Coursework mark sheets show the mark agreed by the staff involved and these are made available to the external examiners Where appropriate, coursework should be annotated with comments to support the students learning. For presentations, the mark sheets from all members of staff are retained.

If work has been scaled students are provided with an explanation that explains the rationale behind the scaling and the impact that it has on student marks.

**Scaling of Module Marks**

The scaling of marks on an assessment must be considered if marks fail to reflect student performance adequately and/or fail to map onto the standard University marking scale.

Scaling is done on the instruction of the AD, in consultation with the PM and the Chair of the Board of Examiners, when the marks for the assessment or the combined units of the assessment do not represent accurately the abilities of the students. Where the marks for an assessment fail to meet normal expectations for the range and spread of marks, then scaling can be considered. This would normally arise because of some unforeseen problem in the assessment which renders the marks out of line with the cohort’s performance on other modules or past performance on the same module. All scaling should be applied to the entire cohort affected.

To determine whether marks should be scaled, the AD and PM will examine the mean mark and a histogram showing the mark distribution. Normally, the marks are taken to be satisfactory if the mean mark falls within ±10 percentage points of the previous results in this assessment. When the mean falls outside of this range, the AD will examine whether the performance of this group of students is significantly different from the performance of the previous two cohorts on this programme. The performance of the cohort on other modules will also be taken into account, to ascertain if the issue relates to the particular assessment or reflects the overall standard of the cohort. When the number of students taking a unit of assessment is less than ten, measurements of central tendency cease to have enough statistical significance to be useful. The AD will then examine, student by student, whether the marks scored by the students affected are systematically and remarkably different from their scores in other units of assessment. If it appears that scaling of marks might be necessary the AD will consult with the Chair of the Board of Examiners, who will be responsible for the final decision. Where a decision is taken to scale marks this must be done in advance of the Board of Examiners meeting and the external examiner must be fully informed.

**Review of Module Marks**

All programmes must have procedures in place to review performance both historically and across modules taken in a given year.

The Programme Curriculum Committee for each programme is scheduled to meet in advance of the relevant Board of Studies and at other times when necessary. The PM (or in his/her absence the DPM) chairs each meeting, and minutes are recorded and made available to the external examiner. A review of performance across modules is undertaken, looking at module means and standard deviations, with a view to identifying modules where student performance does not match normal expectations.

The ML sends the marks spreadsheet for the unit of assessment to the SPM who produces the spreadsheets that are eventually considered at the Board of Examiners. The relevant PM, AD and the Chairman of the Board of Examiners are copied in for information and (if necessary) comment. Normally, marks are taken to be satisfactory if the mean mark fall within the 10% of historical (viz. two previous cohort) marks.
The terms of reference for a PCC are available in a separate policy.

Management of Moderation and Scaling Policy and Procedures

INTO Newcastle University must develop local policies on moderation and scaling, to be reviewed by the relevant Dean/Chair of FLTSEC, published in Programme Handbooks and on the VLE, and supplied to the relevant external examiner(s).

The Board of Studies reviews this policy annually and updates the Cross-FLTSEC of any changes.

Programmes must ensure that there are written records of all moderation and scaling, including any notes from markers, any explanation of how disparate marks have been reconciled (if appropriate), and any minutes from Module Moderation Boards (if held).

See above for further detail on this point and for specific delegation of responsibility in the maintenance and retention of records.

Addendum:


Coverage

This addendum refers exclusively to the following pathway programmes:

INTO Newcastle University
  • International Year One in Business

Newcastle University London
  • International Year One in Business

Context

This addendum aims to ensure that assessment outcomes at assessment component and module level for comparable programmes at the two locations mentioned above do not show any significant, statistical difference which is otherwise not explained by an identified and valid difference between the cohorts.

The document and the approach outlined is based on the following premises:

- INTO Newcastle University accepts that its marking standards are valid and reliable.
- This validity and reliability is derived from 10 years of evidence. This includes inter-cohort comparisons, year on year performance comparisons, 10 years of External Examiner approval, and 7 years of degree programme performance data (at stage and final outcome level).
- With well-documented logistical challenges with face-to-face opportunities for cross Centre pre- and post-assessment marking collaboration, it is accepted that sharing the standards established at INTO NCL with colleagues at NUL pathway programmes is a minimum which should be expected.
- Academic Director and relevant Programme Managers at INTO NCL together with Director of Studies and Programme colleagues at NUL take a shared responsibility for this approach.
Summary of approach

1. Collate data sets on September and January entry profiles. Compare English levels, entry academic qualifications, nationality spread.
2. For previous 2 cohorts from 1617, provide module assessment component profile.
3. For previous 2 cohorts from 1617, provide final module marks profile.
4. For each assessment in each shared academic and EAP module, provide standardised papers from NCL to NUL colleagues. [These derive from internal standardisation sessions at INTO Newcastle]
5. PM NCL with AD oversees post-marking moderation and pre-release check on mark profile (see below) for every assessment component in each shared module.
6. At S1 marks stage, and Pre-BoE, PM and AD work with NUL DoS to ensure final module marks are in line.

Monitoring of NUL cohort marks

Process

1. NUL module colleagues will standardise each assessment internally using standard setting papers provided by colleagues at INTO Newcastle.
2. Post-marking moderation will be undertaken internally and separately at INTO NCL and NUL following the process outlined in the main Moderation and Scaling policy.
3. After internal moderation has taken place, the marks profile at each location will be analysed by PM, AD and DoS. The mean will be calculated for both cohorts. These will be compared together and compared with the accepted marking ranges (see below)
4. Where this mark is outside the accepted range or where other extraordinary circumstances apply, the component will be considered for scaling.
5. The need for scaling for marks might arise from a number of different reasons. The need for scaling will typically be detected if the marks as a whole appear to be too high or too low; however, scaling is not always linear, and a discrepancy may appear only at one end of the scale. The process of scaling applies to elements of assessment and not to module marks.

Accepted ranges.

Marketing INU1105

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Mean mark 1617</th>
<th>Accepted Marking range: mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1 exam</td>
<td>63</td>
<td>58-68</td>
</tr>
<tr>
<td>S2 exam</td>
<td>58</td>
<td>54-64</td>
</tr>
<tr>
<td>Group presentation S2</td>
<td>67</td>
<td>62-72</td>
</tr>
<tr>
<td>Group report S2</td>
<td>63</td>
<td>58-68</td>
</tr>
<tr>
<td>Module overall</td>
<td>62</td>
<td>57-67</td>
</tr>
</tbody>
</table>

Management and Organisation INU1106

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Mean mark 1617</th>
<th>Marking range; mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1 exam</td>
<td>72</td>
<td>66-76</td>
</tr>
<tr>
<td>S2 essay</td>
<td>60</td>
<td>55-65</td>
</tr>
<tr>
<td>S2 exam</td>
<td>58</td>
<td>53-63</td>
</tr>
<tr>
<td>Module overall</td>
<td>61</td>
<td>57-67</td>
</tr>
</tbody>
</table>
Quantitative Methods INU1111

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Mean mark 1617</th>
<th>Marking range: mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1 assignment</td>
<td>56</td>
<td>51-61</td>
</tr>
<tr>
<td>S2 assignment</td>
<td>61</td>
<td>56-66</td>
</tr>
<tr>
<td>S2 exam</td>
<td>76</td>
<td>71-81</td>
</tr>
<tr>
<td>Module overall</td>
<td>67</td>
<td>62-72</td>
</tr>
</tbody>
</table>

Note: For all academic modules above, mean ranges derived from +/- 5%

English for Academic Purposes INU1101*

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Mean mark 1617</th>
<th>Marking range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing coursework</td>
<td>69</td>
<td>66-72</td>
</tr>
<tr>
<td>Speaking coursework</td>
<td>70</td>
<td>67-73</td>
</tr>
<tr>
<td>Writing exam</td>
<td>70</td>
<td>67-73</td>
</tr>
<tr>
<td>Reading exam</td>
<td>71</td>
<td>68-74</td>
</tr>
<tr>
<td>Speaking exam</td>
<td>72</td>
<td>69-75</td>
</tr>
<tr>
<td>Listening exam</td>
<td>77</td>
<td>74-80</td>
</tr>
<tr>
<td>Module overall</td>
<td>72</td>
<td>69-75</td>
</tr>
</tbody>
</table>

*marking range derived from +/- 3 marks from mean

Scaling
When scaling is to be considered, the Programme Manager, Academic Director and Director of Studies and in some cases the Chair of Board of Examiners will consider the assessment(s) in question.

The outcome of such discussions will be recorded at the Board of Examiners meeting. Scaling should usually take place before provisional marks are returned to students, and all instances of scaling must be reported to the External Examiner before the Board of Examiners meeting.

The relevant Programme Manager and Academic Director and Director of Studies shall meet to consider whether there is a case for scaling the results of any assessment components.

The key issue to determine is whether the pattern of marks fairly reflects student achievement and to consider what the reasons for the pattern of marks are. If marks are deemed to reflect fairly student achievement, then no scaling is required. Scaling can move marks both up and down and will not necessarily involve the same adjustment across the whole of the mark range. In determining how marks will be scaled sample scripts will be tested around key boundaries, such as the pass/fail threshold, and UG classification boundaries.

Wherever possible, when marks are scaled, they will normally be adjusted before they are returned to students however, due to the timescales involved this may not be possible and provisional marks will be returned to students.

8. Academic Rules for Assessment

Introduction
The programmes you are studying are checked and monitored by Newcastle University, because INTO Newcastle is part of the University.
You know the final grades you need to progress to the University and it is important for you, your family, a sponsor, the University and all of us that these grades are honest, fair and trustworthy.
The grades overall come from all the different kinds of assessments you have in your programme, including exams, coursework, projects, oral presentations and many others.
So, if we want your grades in these assessments to be fair and honest, we need some rules to help everyone know that all students and teachers are following the same process. There are many rules for assessment, and INTO Newcastle must overall follow Newcastle University rules. If you are interested, you may like to look at this webpage for the full list of rules:
https://www.ncl.ac.uk/students/progress/assets/documents/Procedure-for-Assessment-Irregularities18_19final.pdf

Which kind of academic rules must you think about?
There are two main forms of assessment at INTO Newcastle University: coursework (when you have several weeks to complete the task), and examinations (when you do an assessment under timed conditions with no access to resources). Let’s look at these in order.

A. Rules for coursework assignments

There are two main problems for coursework assignments which you need to understand. Collusion and Plagiarism
1. Collusion – this is when you allow another student to copy or use your work whether in an examination or in a coursework assignment. This includes allowing another student to copy work even if you did not mean this to happen.
2. Collusion is also if you attempt to use work created by another person for yourself. Students are expected to produce their own work and therefore any submission of work by another person is not allowed. This will include buying a ready-made assignment answer and submitting it as your own work.
3. Collusion also includes allowing another person to make lots of changes to your writing so that it is no longer your own work. This also refers to someone who makes changes to mathematical or scientific equations or formulae. This includes paying another person to improve your work or asking a friend/family member to do it. You can’t allow anyone other than your academic supervisor and tutors to read and check your work for errors.
4. Collusion can also include using online apps or software to completely change your writing so that the ideas, thinking and connection between ideas is not your own. Please see INTO Newcastle Proof-reading/Writing-tools policy.
5. Plagiarism is an important thing for you to understand. It is often described as using another person’s ideas, words or works either word for word or in general without showing specific acknowledgement in your writing (i.e. by not ‘referencing’ the words/ideas). This can occur in an examination script as well as in coursework, projects, and reports, and may involve the use of material downloaded from electronic sources or material obtained from books and journals. On all programmes, you will learn about plagiarism, how to use and acknowledge other people’s ideas in your work and how to present and format your writing to show these acknowledgements.
6. Self-Plagiarism is another kind. It means when you try and submit an assignment which you have already used for a previous assessment in a different module, at Newcastle or elsewhere. This may be considered to be an attempt to gain double credit for the same piece of work and is unfair and dishonest.

What will happen if we think you have broken any of these rules?
Written coursework assignments – also including oral presentations using written PowerPoint slides, architecture portfolios with visual and written text, posters with visual and written text online Vlogs etc with written text

General Process
1. The module leader/programme manager will tell you that we think you have broken one of the rules.
2. We’ll look at any previous written work from you, Turnitin reports, and any handwritten work which you have done.
3. We’ll invite you for an interview, where we’ll discuss with you our concerns and you’ll have the chance to explain.
4. Then we’ll decide and let you know what our decision is and what the consequence will be.
5. We will make a note of what happened in this case so that any future cases involving yourself will be compared to this situation.

What are the possible decisions/consequences for Collusion and Plagiarism?
We think about lots of factors when we are deciding what action to take with both these problems; these include:
• Your knowledge about academic writing and academic rules, and how much you have learnt so far
• How much of the assessment is affected
• What have you done or not done which breaks the rules (e.g. have you forgotten to include dates in your references? have you copied large amounts of text from a book and not referenced them?)
• The importance of the assignment – summative (marks go towards the final result) or formative (no marks but feedback on your progress)
• The instructions and guidelines that were given to you for the assignment
Decisions and actions/consequences
See below for a summary of the possible consequences and penalties we will have to use if you break any of the rules on plagiarism or collusion. Each case is considered separately but of course we need to be broadly consistent across all our programmes.

**Collusion**

<table>
<thead>
<tr>
<th>How serious?</th>
<th>What’s wrong with your assignment? [some or all of the below may apply]</th>
<th>What are the possible penalties?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal</td>
<td>• Formative assessment</td>
<td>• Warning</td>
</tr>
<tr>
<td></td>
<td>• Proof-reading or use of online tools has changed some ideas</td>
<td>• Resubmission</td>
</tr>
<tr>
<td></td>
<td>• First offence</td>
<td>• Marking criteria used to penalise</td>
</tr>
<tr>
<td></td>
<td>• Early in the programme</td>
<td>• Only parts of the assignment not affected may be marked</td>
</tr>
<tr>
<td></td>
<td>• &lt;30% of the assignment affected</td>
<td></td>
</tr>
<tr>
<td>Minor</td>
<td>• Summative assessment</td>
<td>• Warning</td>
</tr>
<tr>
<td></td>
<td>• First offence with summative assignment</td>
<td>• Use of criteria to only mark parts not affected</td>
</tr>
<tr>
<td></td>
<td>• &gt;30% of the assignment affected</td>
<td>• Mark of ‘0’ for those parts of the assignment affected</td>
</tr>
<tr>
<td></td>
<td>• Friend proof-reader changed much of the work</td>
<td>• Possible resubmission with capped mark</td>
</tr>
<tr>
<td></td>
<td>• Online tools used so that significant amount of the assignment is not your own</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>• Summative assessment</td>
<td>• ‘0’ for assessment</td>
</tr>
<tr>
<td></td>
<td>• Not first offence; second or third</td>
<td>• Resubmission option and capped grade</td>
</tr>
<tr>
<td></td>
<td>• &gt;60% of the assignment is affected</td>
<td>• Repeated offence may mean ‘0’ with no resubmission</td>
</tr>
<tr>
<td></td>
<td>• Someone else has written the assignment</td>
<td>• Very serious offence with complete refusal to admit guilt can result in the University being informed</td>
</tr>
<tr>
<td></td>
<td>• Feedback from earlier submission has been ignored</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Refusal to admit guilt</td>
<td></td>
</tr>
</tbody>
</table>

**Plagiarism**

<table>
<thead>
<tr>
<th>How serious?</th>
<th>What’s wrong with your assignment? [some or all of the below may apply]</th>
<th>What are the possible penalties?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal</td>
<td>• Formative assessment</td>
<td>• Warning</td>
</tr>
<tr>
<td></td>
<td>• First offence</td>
<td>• Resubmission</td>
</tr>
<tr>
<td></td>
<td>• Early in the programme</td>
<td>• You will have to complete an online tutorial:</td>
</tr>
<tr>
<td></td>
<td>• Lack of learning about plagiarism</td>
<td>• (<a href="http://mbbs.tutorials.ncl.ac.uk/plag">http://mbbs.tutorials.ncl.ac.uk/plag</a>)</td>
</tr>
<tr>
<td></td>
<td>• Mistakes when using referencing rules.</td>
<td>• Marking criteria may be used to penalise</td>
</tr>
<tr>
<td></td>
<td>• &lt;30% of the assignment affected</td>
<td>• Only those parts not affected may be marked</td>
</tr>
<tr>
<td>Minor</td>
<td>• First offence in summative assignment</td>
<td>• Warning about future behaviour</td>
</tr>
<tr>
<td></td>
<td>• Lack of learning about plagiarism</td>
<td>• Mark of ‘0’ for those parts of the assignment affected</td>
</tr>
<tr>
<td></td>
<td>• Mistakes with referencing /confusion with referencing rules</td>
<td>• Marking criteria may be used to penalise.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Resubmission – with capped mark</td>
</tr>
</tbody>
</table>
• Attempts at paraphrasing but not enough changes to original occurred
• >30% of the assignment affected
• You will have to complete an online tutorial:
  • (http://mbbs.tutorials.ncl.ac.uk/plag)

Major

• Summative assessment
• Not first offence, second or third
• >60% of the assignment is affected
• Feedback from earlier submission has been ignored
• Refusal to admit guilt
• ‘0’ for assessment
• Resubmission option and capped grade
• Repeated offence may mean ‘0’ with no resubmission
• Very serious offence with complete refusal to admit guilt can result in the University being informed – this can mean ….
  o Failure of module
  o Being asked to leave the University

B. Examinations

INTO Newcastle University exams are managed by both INTO Newcastle University and the Newcastle University Exams Office. There are many rules which you need to follow in an exam room. These rules are strictly followed and monitored by University exam room invigilators. For example:

• You cannot have any notes in your pocket, pencil case
• You cannot have your mobile phone in your pocket
• Your mobile phone must be switched off and must not ring during the exam
• You cannot speak while the exam is happening
• You cannot look at someone else’s paper
• You cannot have your bag or coat by your chair

Your teachers and Programme Manager will explain the exam room process and answer any of your questions nearer the time. You do need to know that if you don’t listen to our advice and break any of these rules, either by accident or on purpose, you will be reported to the University and they will follow University rules on what the punishments will be. In recent years, these have become more and more harsh. For example:

• Mobile phone in your pocket – a mark of ‘0’ for the exam
• Mobile phone in your bag, not switched off and ringing during an exam – mark of ‘0’ for the exam
• Revision notes in your pocket – a mark of ‘0’ for the exam

And remember, a ‘0’ for an exam which is worth a large proportion of the marks for your module/subject might mean you cannot reach the progression grade for the University.

If you want to look at these rules in more detail, please look at

https://www.ncl.ac.uk/students/progress/assets/documents/Procedure-for-Assessment-Irregularities18_19final.pdf

How to avoid breaking the rules
• Attend all classes so that you learn about the expectations of academic writing, using other people’s ideas and how best to manage the process of checking your work.
- When you get your assignment instructions, make sure you are clear what is and is not acceptable – is it clearly written on the instructions?
- If you don’t understand or are unsure, please ask your teacher
- Look in the University library, Language Resource Centre or online for any of the many helpful books and resources on writing for university study

### 9. INTO Newcastle University Proof-reading Policy

#### a) What is/are proof-reading/writing-tools?

In every programme at INTO Newcastle University, you will have to do a lot of assessments. Some of these will be exams, but others will be written assignments/coursework/projects. Because you will do these assessments in your own time, and because these are not hand-written anymore, it is clear that you can find lots of ways to get help to improve your writing, and perhaps improve your grade. Some of these ways are listed here:

- Word – language tools, e.g. spellchecker/grammar checker
- Online writing tools – Grammarly, Google translate
- A proof-reader – someone other than a teacher or a friend who you pay to check your writing and help you improve.
- A friend/family member – who can look at your writing and help you improve
- A tutor/teacher on your programme who gives you feedback on a draft of your writing so that you can improve

#### b) When is/are proof-reading/writing-tools a problem?

On all our programmes, your assessments are designed to make sure that you can reach a certain standard in your thinking, understanding and ideas which satisfies Newcastle University that you will be able to manage to study on a degree programme. For all assessments, the way you show your understanding and thinking in your written work is through writing in English. This includes scientific and mathematical symbols and formulae which for a University in the UK must follow an English language style.

So, for the University and ourselves to be sure you have reached the correct standard, we must be careful to make sure that your written assignments are your own work. The University calls this ‘intellectual ownership’

#### c) What are the rules?

We have slightly different rules than Newcastle University for a very good reason. All our programmes are pre-University and are designed to make sure you can manage any intended degree programme in English. So, in our English courses, English modules and academic content modules, we must be careful that we can make the right decisions based on your real abilities.

#### d) General rule(s)

1. You **must not** allow any other person to improve your writing **so that** the ideas, the thinking, the connection between ideas and the citation skills are not all your own work.
   - It includes someone who is paid to help you (a proof reader) or someone who is a friend or family member who offers or you ask to help.
2. You must not allow an online writing tool or app to improve your writing so much that the ideas, the thinking, and the connection between ideas (coherence) are not all your own work.
   - This includes the overuse of Google tools and apps like Grammarly

e) Frequent questions from students:

1. STUDENT: Teachers can’t tell if I’ve used a proof-reader service, or other service to change a lot of my assignment
   
   RESPONSE: yes we can, we would see a lot of your work in class, and your hand-written exams. Academic content teachers would recognise that ideas or thinking in a piece of written work were very different to what you normally produce.

2. STUDENT: We’re working as a group and we looked at each other’s work, is this ok?

   RESPONSE: this is acceptable and actually something which is encouraged. But don’t let anybody change your writing so your ideas, clarity of thinking is not yours.

3. STUDENT: Can I use Grammarly or other software to improve my grammar?

   RESPONSE: online software is a great tool, and can be really sophisticated nowadays. But, we want to see your own work. If you overuse this kind of tool, your ideas, line of thinking and clarity of argument will be changed and will not be your own.

4. STUDENT: My tutor gave me feedback on a draft, is this against the rules?

   RESPONSE: This is ok, as the tutor is part of the programme and will know the extent and limit of the changes they can suggest

5. STUDENT: Can I use the Old Library LRC 1-1 writing service or the University Writing Development Centre for help to improve my work?

   RESPONSE: No, those services are not open to students on our programmes.

6. STUDENT: Can I buy a ready-made essay from an essay-writing company?

   RESPONSE: No, this is a serious academic offence, and will get a severe academic punishment

f) Our advice

You will probably be thinking that this is a difficult problem for students, teachers, INTO Newcastle and indeed all Universities. You are right. So, our advice is given below:

<table>
<thead>
<tr>
<th>ok</th>
<th>not ok</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Word spell check and grammar check</td>
<td>pay a proof-reader to check/improve your work</td>
</tr>
<tr>
<td>Check your own writing before you finally submit your assignment</td>
<td>Ask a friend/family-member to re-write any parts of your assignment which they think are unclear</td>
</tr>
<tr>
<td>45</td>
<td>Ask a friend/family-member to read your assignment and tell you whether they think it’s clear or not</td>
</tr>
<tr>
<td>47</td>
<td>Use other online tools carefully to help you with occasional sentences which don’t feel right.</td>
</tr>
</tbody>
</table>

g) What happens if I break these rules?

If we think you have broken the rules in d) we will tell you and let you know what the process will be. We must investigate to follow our Academic Assessment Rules policy. This policy is based on the University’s processes on ‘academic misconduct’ for collusion**. If we find that you are guilty, then you will receive an academic punishment. The possible punishments are described in our Academic Assessment Rules policy, but serious cases could be that you get a zero mark for that assignment.

**Collusion – see Academic Assessment Rules policy

h) Extra help and guidelines

Please refer to your programme teachers and programme information for more help with this area. Also, look at the guidance at https://www.ncl.ac.uk/right-cite/Student/proofread.php

10. Photocopying Guidelines

The photocopying of material in copyright is restricted in law. The Library will advise you on detailed questions of copyright but the main restriction is that you may only copy relatively short extracts from books and written works, or single papers from journals for your own research or private study. The limitations on photocopying vary considerably between journals, so you should check first. If you are in any doubt about what you may copy you should consult the Library.

11. Copying of Software

Software is protected by copyright and you may not copy it, unless specifically empowered to do so by the copyright holder. In some cases, software available in the university is covered by a site licence in which case you may copy it but only for use within the University.

In other cases, only a set number of copies of a piece of software have been bought and you are not permitted to copy this software under any circumstances. Your unit organiser will be able to inform you if special arrangements have been made. Illegal copying of copyrighted software can lead to disciplinary action and substantial fines for the individual involved.
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 improved. We have a number of ways of trying to get student feedback, including programme evaluations and student participation on committees. It's important that you take these questionnaires and opportunities seriously and give your honest opinion. It is also important that you provide specific evidence of what’s going well or not so well – it helps us when we know more specifically what is going on – and that you are respectful in the comments that you provide.

Principles for giving constructive and useable feedback
1. Be specific
2. Be realistic
3. Focus on the issue, not the person (don’t say anything offensive about a person involved on the programme)
4. Suggest solutions - we will take these seriously
5. Keep it relevant

4. Student Staff Committees

The Student-Staff Committee meets once per semester and provides an opportunity for discussion of all academic matters relating to the Programme. This is a very important link between the students and the staff to know what students think and to act on suggestions in order to improve the students’ experience. The Committee will have one student representative each from key modules.

5. Programme Curriculum Committee & Board of Studies

The Programme Curriculum Committee will meet four times a year to review the delivery of the programme. The Committee will make recommendations to the Board of Studies based in Newcastle.

The Board of Studies is responsible for overseeing all INTO Newcastle University Programmes, maintaining the standards of the programmes and issues relating to learning and teaching, including those raised by SSCs. It meets at least once per semester. All proposals for modifications to the programmes are discussed at the Board of Studies, which also monitors the progress of the programmes, and there is the opportunity for student representatives to be present at these meetings.

4. Programme Evaluations

At the end of each semester, you will be asked to complete a programme evaluation survey, that includes questions about each module you take. These evaluations are used to find out about your experiences, assess the positive features of the programme and modules, 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 teachers involved.

You will receive a link to the programme evaluations through email and you can then complete the survey online and anonymously.
5. Student Representation

Student Representatives
- Are students on your course who have volunteered to represent you at University meetings.
- They are your voice, so make sure you contact your Representative to let them know the positive / negative aspects of your course.
- Based on what is discussed at the meetings the Representatives attend, INTO staff will make positive changes where appropriate.
- Would you like to be a Student Representative? It will look good on your CV!
- Speak to your class teacher or the Programme Manager/Deputy Programme Manager.

The Purpose of Student Representatives
- To find out what students have an opinion on – circulate emails, put up a poster or make a Facebook group – and most importantly, talk to people!
- To take on board the views they receive, and present them coherently and constructively at the Staff Student Committee meeting... even if they don’t agree!
- To communicate – not only with fellow students, but with other Student Representatives too.
- To give feedback. Keeping fellow students informed about what’s being done, using the methods mentioned above. Also, get feedback about the decisions made at the meetings to keep the feedback loop going – fellow students should know their views are taken seriously and being acted on.
- Some Student Representatives are also asked to attend the Board of Studies, which oversees teaching activities of INTO Newcastle University.

The Students’ Union provides training and support for Student Reps. More information about student representation is available here: [https://www.nusu.co.uk/yourvoice/reps/](https://www.nusu.co.uk/yourvoice/reps/)

6. Student Staff Committee (SSC) and Programme Evaluation Response Procedure

After the completion by Student Progress of the SSC minutes the actions will be listed in a Student Feedback Action Log, to include the actions of the previous semester so that the log is added to and updated. See below template Student Academic Feedback Action Log:

<table>
<thead>
<tr>
<th>Source</th>
<th>Issue</th>
<th>Action</th>
<th>By who</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC S1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student S1</td>
<td>Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. After the completion of the draft SSC minutes and Action Logs by Student Progress, the SSC Chair should double check the minutes to ensure that all the points raised, but not immediately answered at the meeting are added to the Action Log.

2. In addition to reading the survey data and comments, programme managers will pick out key highlights and comments and add them to the Student Academic Feedback Action Log.

3. Sections 1 and 2 above should be repeated for the next SSC meeting (semester two) and student survey feedback.

4. At the end of the year all Student Academic Feedback Action Logs will be collated to form the INTO Newcastle University’s NUSU Annual Report. The Annual Report will be put on the agenda of all the following year’s first SSCs.

5. Student Academic Feedback Action will be communicated to students using the In-Sessional website.
Section G: Ensuring the Quality of Your Programme

1. Mechanisms for Ensuring the Quality of Your Programme

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 INTO Newcastle, across the University, and outside the University – who review your 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 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](http://www.ncl.ac.uk/ltds/assets/documents/qsh-amr-policy.pdf).

**Learning and Teaching Review** – Approximately every six years each University School, including INTO Newcastle University 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. More for information, see: [http://www.ncl.ac.uk/ltds/assets/documents/qsh-ltr-policy.pdf](http://www.ncl.ac.uk/ltds/assets/documents/qsh-ltr-policy.pdf).

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

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

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

**INTO Newcastle University External Examiner for the In-Sessional programme:**

<table>
<thead>
<tr>
<th>Examiner</th>
<th>INTO Modules / Pathway</th>
<th>Position</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Richard Davie</td>
<td>In-Sessional &amp; Advanced Business English Modules</td>
<td>Lecturer in English for Academic Purposes</td>
<td>Canterbury Christ Church University</td>
</tr>
</tbody>
</table>

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 and Student-Staff Committees.

You can engage directly with LTR by volunteering to meet with the panel (if there is an LTR while you are a student) or by volunteering to serve as a student panel member for an LTR in another School. You can engage with AMR and external examining through the student representation system and by participating in School and Faculty committees.
Changes to your programme – The University recognises that students invest time and personal effort in their studies and need timely dialogue and clarity of options when changes occur. INTO Newcastle University will act transparently and enter dialogue with students to identify options and minimize the impact on students affected by changes to programmes. For further information, see http://www.ncl.ac.uk/ltds/assets/documents/qsh-progapp-majminchanges-policy.pdf.
Section H: Resources

1. Guide for accessing University IT Services, including BlackBoard.

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.

Your Username and password

Your username and password give access to most University IT services including WiFi on campus, your University email and Cluster PCs.

- Your University username, File store and email are all set up ready for you.
- You can activate your username at any University PC.
- If your registration is not yet complete your username may not yet be ready (try your details again tomorrow).

University PCs

There are over 2000 IT Service PCs which feature a wide range of software, grouped in cluster rooms across campus. Cluster locations and opening hours can be found at: m.ncl.ac.uk

Some PC clusters have 24 hour access:

- Cluster MG 005, Cookson Building
- Students’ Union, Level 2
- NUSU Central
- Old Library Cluster 1.57
- Robinson Library (term time)

Using your own PC

Connecting to WiFi

WiFi is widely available across campus; simply select the newcastle-university network and enter your University username and password to connect.

Most accommodation including Joseph Cowen and Bernicia have WiFi and Internet points; details on how to connect are available at www.ncl.ac.uk/itservice/connect.

We run a free mobile and laptop connection clinic to help you get online, which also offers general IT advice; visit the Old Library cluster, Monday to Friday between 09:00 - 16:00.

Rules of use

When connecting to the Internet and campus network, you are subject to the University’s Conditions of Use. Learn more at www.ncl.ac.uk/itservice/rules, key rules to remember are:

- Don’t download or share copyright material.
- Don’t view inappropriate or pornographic material.
- The campus network is not for commercial use.
Your Smartcard and login details

Smartcards give access to the following:

- University Library
- Photocopying services
- 24hr computer clusters
- University Sports Centre
- Open Access Centre for Languages
- Access to some buildings

It’s important to carry your card with you and keep it safe. A replacement costs £10 from the Library.

Your username and password come from information on your University Smartcard. Therefore you will not be able to activate your login until you have been issued with your Smartcard.

**Activate your Username and logon to a computer**

Go to any cluster PC, press the spacebar, then press Ctrl-Alt-Del.
(If you press any key, Windows will show you what Ctrl-Alt-Del means.)

Your username is the letter “b” followed by the middle seven digits of your student number.
For example, the student below would be b7123456.

Your first password has been created automatically: it is the barcode number which is on your Smartcard, AND the two letters “pw”. See next page for an example.
For example: U123456789pw

Passwords are case sensitive: type your password in the correct case: capital “U”, lower case “pw” and no spaces.

**Change password**

If you are not prompted to change your password after logging on, you can do it yourself by pressing Ctrl Alt and Delete, then Change Password. Your new password must contain at least 8 characters, including an upper case letter, lower case letter and a number.

**Your University Email Address**

You have a personal Newcastle University email account which is used for all official University emails.

To access your email on or off campus visit [office365.ncl.ac.uk](http://office365.ncl.ac.uk) and login with your University username and password. To find your email address after logging in, click on your name at the top right hand corner.

You can add your email to your mobile phone or tablet by following the instructions here: [http://www.ncl.ac.uk/itservice/email/student/mobiledevices/](http://www.ncl.ac.uk/itservice/email/student/mobiledevices/)

**Keeping your information safe**

Remember The IT Service Desk will never ask for your password and you should never respond to an email asking you for your password. Find advice about protecting yourself from scam or hoax emails at [http://www.ncl.ac.uk/itservice/security/scamemails](http://www.ncl.ac.uk/itservice/security/scamemails)

**Printing, Scanning & Photocopying**

All cluster rooms have black and white A4 printers (including the Learning Resource Centre in the INTO Building); larger rooms also have colour and A3 printers. Photocopying is available in the University Libraries.

All students are given a free allocation of print and copy credit at the start of each academic year. You can buy more credits online at [printing.ncl.ac.uk](http://printing.ncl.ac.uk) or buy a cash voucher from the Robinson Library main counter.

**File store**

You’re given file storage space known as your *Home Folder* or *Documents*; it’s a secure place to keep your coursework. You can access your files from any campus PC, or from your own device at [filr.ncl.ac.uk](http://filr.ncl.ac.uk) there’s also a free ‘Novell Filr’ app. You can also access files and some University software through your web browser at [ras.ncl.ac.uk](http://ras.ncl.ac.uk)

It’s a good idea to always keep an up-to-date copy of your academic work in your Home Folder, in addition to any copies held on a USB stick or your laptop. Your Home Folder is secure and backed-up regularly.

**Blackboard**

Blackboard is Newcastle University’s main virtual learning environment (VLE). INTO Newcastle University uses Blackboard to deliver and support modules/English language courses.

You can access your modules on Blackboard 24 hours after you have been registered. If you can log on but are unable to see any modules on Blackboard, try again tomorrow. If you have already waited a couple of days please contact INTO reception.

Blackboard can be found at [http://blackboard.ncl.ac.uk](http://blackboard.ncl.ac.uk)

The link takes you to the Blackboard website - it’s worth making a favourite.
You can log in with your university username and password if prompted. This will take you to your home page in Blackboard where you can find your Modules. Make sure they are correct.

*Make sure that you check the Blackboard site regularly because it is constantly updated with new information and documents. It is your responsibility to access and do any homework that your teacher sets for you on Blackboard. You may receive emails directly from your teacher or the programme management through Blackboard, telling you there has been an important update or upload.*

**Mobile Apps**

Visit [m.ncl.ac.uk](http://m.ncl.ac.uk) on any smartphone or search for and download the ‘Newcastle University’ app from your app store, features include:

- View your class timetable (or visit [www.ncl.ac.uk/timetable](http://www.ncl.ac.uk/timetable))
- Find the nearest available PC
- Check print credits balance
- Contact staff
- Search the Library Catalogue
- View Campus News and Events
- Campus Map

You’ll also find links to free Newcastle University mobile apps including Blackboard Mobile Learn so you can access course content on the move.

For more information visit [http://www.ncl.ac.uk/itservice/mobile/](http://www.ncl.ac.uk/itservice/mobile/)

Don’t forget you can also download the INTO Newcastle app from the App Store and Google Play.

**IT Help & Support**

You can log and track requests for help and support online at [nuservice.ncl.ac.uk](http://nuservice.ncl.ac.uk) or contact the IT Service Desk on + 44 (0) 191 208 5999.

Staffed IT support can be found in the Old Library, Robinson Library and Marjorie Robinson Library Rooms.
2. University Library

The University Library Service provides access to a wide range of resources, services and study spaces as well as professional expertise to help you to be successful in your studies and research. The Philip Robinson Library is open 24 hours a day during term-time, and the Marjorie Robinson Library Rooms, Walton and Law libraries are open until late.

The libraries house over 1 million books, subscribe to over 26,000 journals and provide access to more than 6 million ebooks. Library Search (libsearch.ncl.ac.uk) can be used to locate books, ebooks, journal articles and a lot more information using a single search. High demand items can be found in the Student Text Collection (STC) and are bookable online. The Philip Robinson Library also houses the Special Collections (www.ncl.ac.uk/library/specialcollections), which are made up of rare and historic books, manuscripts, maps and illustrations.

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

The libraries are excellent places to study. They have a range of silent and quiet areas plus group and collaborative learning spaces. They collectively house over 775 computers. Wi-Fi is also available so you can use your own devices or borrow one via the Laptop Loan Scheme.

The library’s online study space monitor (http://www.ncl.ac.uk/library/about/study-space-availability) is a good way of checking availability.

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

Electronic books (e-books) are full text books which can be accessed 24 hours a day, seven days a week from anywhere in the world via the Internet. Over 100,000 eBooks are available through the library catalogue. Full details can be found on the Robinson Library website through the following link: http://www.ncl.ac.uk/library/resources/ebooks

Library Staff are available at information points and service desks to help you to find the information you need. They also offer workshops and one to one consultancies to help you improve your information skills. Alternatively you can use the online Library Help service 24/7 (libhelp.ncl.ac.uk) to access support no matter where you are.

If you have any questions or need any help ask a member of Library staff or contact them via LibraryHelp (libhelp.ncl.ac.uk) – they are there to support you through your course. For further information on Library services see www.ncl.ac.uk/library

Electronic Books

To find a specific book or to find books on a specific topic, use the Library Catalogue:
- http://ras.ncl.ac.uk - Library Resources folder
- Click on Library Catalogue
- Click on Local Collections in the toolbar
- Select E-Books
- Search

To browse a collection of books to see what is available, use our e-book collections pages:
- http://ras.ncl.ac.uk - Library Resources folder
- Click on Library Home Page
- Click on eBooks (on the right)
- Click on Library eBook collections (on the left)
- Browse the list and explore some of the resources. Some good ones to try are:
  - Knovel – engineering and food science
Journal Articles and Databases

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

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

To find a specific electronic journal reference:

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

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

Research Skills

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

3. Academic Skills Kit (ASK)

[www.ncl.ac.uk/ask](http://www.ncl.ac.uk/ask)

The Academic Skills Kit is an online resource which brings together the range of academic skills development provision across Newcastle University into a one-stop website with all you need for study success. The site offers information on the various services which provide academic skills development. Ranging from information literacy, revision strategies and academic writing, to time management, and maths and statistics. There is also specialist support for, for example, international students or those with Specific Learning Difficulties. It also hosts a range of self-access online resources with advice and tips on various aspects of study.
4. Social Programme

As well as achieving academic success we would like to make your time in Newcastle as enjoyable as possible. We are dedicated to putting on a fun and diverse social programme for you including day trips, parties and social events. These events not only provide you with a great opportunity to meet new people and practice your English but you will get to visit some of the most popular places in the North of England and embrace the best of British culture.

We are always keen to include students in planning the INTO events so if you are interested in getting involved and have some new ideas then please ask at INTO Reception. The social programme is about your experience in Newcastle so any student input is greatly welcomed.

All information about excursions and events will be sent to your university email, posted on screens in the INTO Building and displayed on our notice boards.

**We arrange trips to the following places:**
- Durham
- Edinburgh
- Tynemouth
- York
- Alnwick Castle and Garden
- Liverpool
- Manchester
- Lake District
- Tour of Newcastle United FC
- And much more....

5. Student Health and Wellbeing Service

For information about the student health and wellbeing service, please refer to the link below:

[https://www.ncl.ac.uk/students/wellbeing/](https://www.ncl.ac.uk/students/wellbeing/)

6. Careers Service

The Careers Service is situated in King’s Gate, Level 1

Opening hours: Monday, Tuesday, Thursday, Friday 9:00 to 5:00

Wednesday 10:00 – 5:00

Whatever your ambitions, values, degree subject or stage, the award-winning Careers Service exists to help you make the most of your unique skills and experiences. Whether you are seeking a graduate career, going on to further study or starting your own business, the Careers Service offers a range of support to help you realise your potential while you are studying and for up to three years after you have graduated. There are so many career options to explore, and the Careers Service website ([http://www.ncl.ac.uk/careers/](http://www.ncl.ac.uk/careers/)) will provide you with an idea of the opportunities available.

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

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

7. No Smoking Policy

Newcastle University operates a strict no smoking policy across all its buildings and campus. This includes the areas in and around the buildings themselves.

You can smoke in Joseph Cowen courtyard and in the smoking shelter outside the Herschel building.

8. Health and Safety

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

The University and each School or Institute have a health and safety policy which provides important information on how health and safety is managed and consists of three sections:

• Statement of Intent - a commitment to protect the health and safety of all staff and students signed by the Head of Unit
• Responsibilities - a summary of the health and safety responsibilities for each level of staff and students. Students are expected to be responsible for their own actions and any activities which may adversely affect staff, fellow students or visitors
• Arrangements - this is usually the largest part of the policy and contains detailed information on how the School or Institute manages health and safety locally. For example it will tell you about the arrangements for health and safety training, risk assessments and traveling abroad. Students are encouraged to dip in and out of this part of the policy as needed.

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

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

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

As a student you are entitled to:

- Learning that takes place in a safe, healthy and supportive environment
- Competent supervision and support for your health and safety
- Appropriate and timely information, instruction and training
- A health and safety induction when starting the programme and when in any new workplace (including being shown round to highlight any health and safety matters, facilities, etc)
- Regular reviews and assessment of health & safety understanding and practical application
- Personal protective equipment and clothing when required
- Information in respect to what to do in the case of an emergency or in the case of an accident or ill-health
- Information on the INTO and the University’s health and safety policies and procedures
- Suitable and proper equipment and materials to use if part of the learning programme
- Information on any restrictions or prohibitions that apply in terms of processes, equipment, areas, vehicles, etc.
- Be consulted on health and safety matters and participate in health and safety decisions as they affect you and your
learning programme

- Report any dangerous situations or occurrences and refuse to do anything you feel is putting you in danger

As a student you are responsible for:

- Following all health and safety regulations displayed in laboratories and study areas
- Co-operating with INTO and the University for reasons of health and safety
- Following the information, instruction and training you are provided
- Not doing anything that would put you or other persons at risk
- Contributing to health and safety by reporting defects, dangerous situations or where you think health and safety can be improved
- Observing any prohibitions or restrictions that apply to you
- Reporting any bullying or harassment
- Wearing, when required, any necessary personal protective equipment and clothing
- Not damaging or misusing anything provided for purposes of health and safety
- Keeping your work area clean and tidy
- Participating in any necessary health and safety training, e.g. fire drills

The full INTO Newcastle University Health and Safety Policy is labelled as a separate document called:
‘Section H - INTO Newcastle University Health and Safety Policy’.
Please ensure that you read this document as it includes important information.

9. INTO Newcastle University Safeguarding and Prevent Policy:

The full INTO Newcastle University Safeguarding and Prevent Policy is labelled as a separate document called:
‘Section H - INTO Newcastle University Safeguarding and Prevent Policy’.
Please ensure that you read this document as it includes important information.
Section I: Additional Information

Additional contacts

<table>
<thead>
<tr>
<th>Our location is:</th>
<th>The INTO Building, Newcastle University, Newcastle upon Tyne, Tyne and Wear NE1 7RU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Hours:</td>
<td><strong>8.30am—5.00pm Monday to Friday</strong></td>
</tr>
<tr>
<td>Telephone:</td>
<td>0191 208 7535</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:into@ncl.ac.uk">into@ncl.ac.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTO Newcastle University Student Progress Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>For changes to your Newcastle address or providing a UK mobile telephone number</td>
</tr>
<tr>
<td>Email: <a href="mailto:intostudentprogress@ncl.ac.uk">intostudentprogress@ncl.ac.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Newcastle University IT Service (NUIT) – The University’s Central Computing Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUIT provides the University’s IT infrastructure (networks, servers, etc.) and provides most of the computer services used by staff and students (systems, software and computers for students)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location of IT Service Desk:</th>
<th>Old Library cluster (Monday to Friday 9am - 5pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone:</td>
<td>0191 208 5999</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:it.servicedesk@ncl.ac.uk">it.servicedesk@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.ncl.ac.uk/itservice/">http://www.ncl.ac.uk/itservice/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Resource Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Language Resource Centre provides materials and facilities for the research, learning, teaching and practise of over 50 foreign languages and is available to all students and staff of the University.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location:</th>
<th>Old Library Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening hours:</td>
<td>Mon – Thurs (9am - 7.15pm) Fri (9am – 4.45pm)</td>
</tr>
<tr>
<td>Telephone:</td>
<td>0191 208 7490</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:language.resource@ncl.ac.uk">language.resource@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.ncl.ac.uk/language-resource-centre/">http://www.ncl.ac.uk/language-resource-centre/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Samaritans 08457 90 90 90 <a href="http://www.samaritans.org.uk">www.samaritans.org.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Samaritans provides confidential emotional support, 24 hours a day for people who are experiencing feelings of distress or despair, including those which may lead to suicide. You do not have to be suicidal to call them. They are there for you if you are worried about something, feel upset or confused, or you “just want to talk to someone”.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Services 0191 232 8520 <a href="http://www.newcastle.gov.uk/">www.newcastle.gov.uk/</a> and follow the links for social care and health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here you will find help, advice and information about social services for adults in Newcastle and useful links to other relevant websites. The range of people cared for is vast - older people, people with disabilities, learning difficulties, sensory impairments, mental health, drug and alcohol problems and their carers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Police 999 for Emergencies or 101 for Non-emergencies <a href="http://www.northumbria.police.uk/">www.northumbria.police.uk/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Police may also be contacted on 08456 043 043 for non-emergency enquiries, or see their website for further information such as crime prevention advice.</td>
</tr>
</tbody>
</table>
**Nightline**

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

Telephone: 0191 261 2905 (8 p.m. to 8 a.m.)  
Website: [http://www.nusu.co.uk/support/nightlinenightbus/](http://www.nusu.co.uk/support/nightlinenightbus/)

**Students’ Union & The Union Society**

The students’ Union Society is more than just the social hub of the University. It is the only students union in England to be owned by the students of the University.

The recently refurbished Union provides a fantastic range of entertainment and also houses many vital services for students, like the Student Advice Centre, the Print Shop, the Activities Office, a small shop and a good selection of Cafes and Bars including a Subway, Domino’s Pizza and a Starbucks. The Students Union is a great place to meet other University students and new friends.

In the Students’ Union you can find;  
Santander Bank, The Union Shop, Activities Office, Student Advice Centre, Give It A Go, Go Play and SCAN

For more information, visit the Student’s Union website on [www.nusu.co.uk/activities/societies/](http://www.nusu.co.uk/activities/societies/) or email union.society@ncl.ac.uk

**Student Clubs and Societies**

Joining a society at university is one of the best ways to make new friends, learn new things and enhance your learning whilst you are here. There are over 150 different societies ranging from extreme sports to debating and Education.

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

**Chaplaincy**

The Chaplaincy is a team of chaplains working together, appointed by faith communities, recognised by the University and affiliated with the Student Wellbeing Service. The Chaplaincy is committed to working with students and staff of different faiths (and those of no faith) and to making the University a place of religious tolerance and respect.

Location: Ground floor, Agriculture Building  
Telephone: 0191 208 6341  
Email: chaplaincy@ncl.ac.uk  
Website: [http://www.ncl.ac.uk/students/chaplaincy/](http://www.ncl.ac.uk/students/chaplaincy/)
**Sport at Newcastle University**

For information about the sports centre visit [www.ncl.ac.uk/sport](http://www.ncl.ac.uk/sport).

---

**Private Accommodation**

Many students choose to rent a house with friends in cheaper student areas. In Newcastle, particularly in Heaton, Fenham, Sandyford and Jesmond, student housing is affordable, of a good standard and close to the city centre. If you have any problems within your house, your first point of contact should be your Landlord or Estate Agent.

You can also find accommodation services at the Student Union if you have problems concerning private accommodation or your landlord. You can also visit the Student Advice Centre also in the Students Union: [http://www.nusu.co.uk/welfare/sac/](http://www.nusu.co.uk/welfare/sac/)

---

**Council Tax**

Properties only occupied by full time students will be exempt. There will be no Council Tax to pay once proof of student status is received. You can get a student confirmation letter to prove that you are studying with INTO by going online to the following link [http://intoletter.tk/](http://intoletter.tk/). Complete your information and you can collect from the INTO Reception in two working days. As easy as that!

---

**Crime and Personal Security**

Newcastle upon Tyne is one of the safest cities in the UK. The nightlife is usually friendly and lively, if noisy. Crime here is no worse than in most other similar European cities, but please note the following:

- Do not carry large amounts of cash with you and try not to show your wallet/purse too much in public places
- Always go in groups at night, never alone. Think about helping other people home
- The Metro stops to most destinations around 11.20pm. If you are out later than that, take a licensed taxi home (sharing is not too expensive).

---

**Baby Equipment Service for Students**

There is support available for families within Newcastle:

- The Student’s Union runs a group called ‘Baby Equipment Service for Students’ which is Newcastle University Children’s Loan Equipment scheme. Items available for loan includes; cots, pushchairs, highchairs, fireguards, and baby alarms. There is a membership fee plus a small charge per item for each loan. All equipment remains the property of the Union and must be returned at the end of each loan period. For more details contact: bess.union@ncl.ac.uk
- The Newcastle University Women’s International Group offers support to mothers and children.
- For more information visit: [http://www.nusu.co.uk/support/bess/](http://www.nusu.co.uk/support/bess/) or call the Student Advice Centre on 0191 2393979
Nurseries in Newcastle

- **The Co-operative Childcare Newcastle Nursery** 1 Neville Street, 0800 009540669
- **Riverview Kindergarten** Teindland Close, Benwell, Newcastle 0191 2727440
- **Heaton Nursery**, 38 Heaton Grove, 0191 265 6427
- **Childsplay Day**, 17 Claremont Place, 0191 232 6957
- **St. Gabriel’s Day Nursery**, Chillingham Road, Heaton, 0191 276 5909
- **Jesmond Nursery**, 8 Osborne Road, 0191 281 7836
- **Ashfield Nursery School**, 101 Elswick Road, 0191 273 5587

Student Advice Centre in the Students’ Union

The Student Advice Centre offer information, advice, assistance and representation on a wide range of issues, including finance, accommodation, legal information, personal/family, consumer and employment. The Student Advice Centre is located on Level 0 in the Students Union.

You can contact them on telephone: 0191 239 3979 or via email: student-advice-centre@ncl.ac.uk

The Post Office

If you need to send a letter or package or need to change currency, one of the places you can do this is the post office. There are many post offices around Newcastle but the nearest post office to the University is located at inside M&M News on Northumberland Street opposite Haymarket Metro Station. Open Mon- day - Friday 06.30-8.30pm, Saturday 06.30-7.30pm and Sunday 06.30-5.30pm.

The next closest is on the second floor of WH Smith on Northumberland Street, which is open 08.30 to 6:00pm, Monday to Saturday and closes at 5.00pm on Sundays.

UK Banks

Banks are usually open from 9.30am to 4.30pm Monday-Friday, 9.00am-12.00pm Saturday and are closed on Sunday.

The safest and most convenient way of managing your money is to open a basic bank account at one of the main British banks such as Santander, Lloyds, TSB and many more. All of these banks have branches near the University.

To open a bank account in the UK you will need:

- Passport and visa
- Confirmation of your local address & home address (INTO will give you this after registration)
- The original copy of your confirmation letter

Before opening an account, check that money can be transferred into the account from outside the UK. Most banks are likely to offer international students only very basic banking services. Some banks offer first-time students a Student Account with special advantages. Others may not be willing to offer an account if you are registered on a course for less than six months. If the bank you approach cannot offer the account you want or cannot help, try another, for example Santander Bank.

If you do experience problems, please ask for advice from the Student Services Team at INTO Reception desk.
Mobile Phone Information

There are a number of options when it comes to your mobile phone while you are studying in the UK.

**You must provide us with a UK mobile telephone contact number within two weeks of registration.**

The options are listed below.

**Pay as you go**

This is best if you do not use your mobile very much. You buy a phone and then top-up with vouchers from local newsagents or with a credit or debit card.

**Contract**

This is best if you use your phone a lot and want extras like Internet and picture messaging. You pay a minimum monthly rate (from £10-£40) and you get a set number of minutes and texts messages. The only problem is that it is not possible to avoid the monthly charges even if you do not use your phone. Consider what you are taking on before you sign a contract as they can last for 12, 18 or 24 months and you cannot change your mind once you have signed. Always speak to a member of staff and check rates for UK and international calls. Common providers include O2, Vodafone, EE, T-Mobile, 3 and Tesco Mobile but we recommend you compare rates before signing up. You can compare deals at mobile phone shops like Carphone Warehouse.

**SIM Card**

If you want to keep your phone from your home country, but need to use a British network, buying a SIM card may be an option. Many different companies in Britain offer a wide variety of services, so shop around for the best deals. You can get a FREE sim card at the INTO Reception.

**International Calls**

It is important for you to be aware that many UK network providers will charge a lot more for making international calls. Make sure that if you want to make lots of phone calls home that international calls are included in your contract plan or use a Pay As You Go sim card such as Lebara or Lycamobile to make cheaper calls abroad. Alternatively, for those of you that have smartphones, you may wish to download apps such as Facetime and Skype to speak to your loved ones at home.
Transport

Cycling

This is a quick, easy and environmentally friendly way to get around the city. There are bicycle lanes along a lot of roads, and plenty of safe bike locking docks. Make sure you wear a helmet, and be careful on busy roads. On darker days, use lights and wear fluorescent clothing. For second-hand bikes in Newcastle, which you can buy from as little as £40 see the websites below:
http://www.recyke-y-bike.org/
http://www.cyclecentreuk.co.uk/

Bus

Most areas are well served by buses. Visit www.nexus.org.uk/bus for more information on timetables. You can purchase bus passes at the Haymarket Metro Station.

Metro

Areas north, south and east of the city are well served by the Metro railway. A student pass is available which offers low cost travel. Visit: http://www.nexus.org.uk/metro/ for more information online at: http://www.16-25railcard.co.uk/

Trains

The Railways in Britain are efficient, punctual and there are transport links throughout the country. There are some great places to visit all over the country you could spend an afternoon seeing the sights of Edinburgh or travel to London for a shopping trip from Newcastle in just over 3 hours!

Train prices will vary hugely, but there are ways to lower the cost of long distance travel:

• Book journeys as soon as they go on sale to get the cheapest price.
• Buy tickets for off-peak hours

Get a 16-25 Young Person’s Railcard (also for mature students over 25). This costs £30 a year and gives you a third off all rail travel. (For families, a Family Railcard is a better option). Pick up from Central Station, or at your nearest Metro travel shop just across the road from the INTO Building inside Haymarket Metro station.

Local Supermarkets

There are several smaller supermarkets located close the INTO Building.

Sainsbury's: ££
• Located on Northumberland Street.
• 3 minutes walk form the INTO Building.

Marks and Spencer's: £££
• Located across the road from INTO.
• 1 minutes walk from the INTO Building.

HiYou (Asian supermarket): ££
• Located on Newgate Street
• 10 minutes walk from the INTO Building
Top 20 Things To Do In and Around Newcastle

Here are some suggested activities to help you explore our wonderful city and region. We hope you enjoy discovering the area!

1. Take a walk on the Quayside
No visit to Newcastle is complete without a walk along the River Tyne which is home to the world-famous Tyne and Gateshead Millennium Bridges, The Sage Gateshead music centre and the Baltic Centre for Contemporary Art. It is a real spectacle.

2. Watch a game at St. James’ Park
Home to the world-famous Newcastle United, a 52,000 capacity stadium creating one of the most exciting atmospheres in the Premier League. ‘Come on the Toon’ (Newcastle United).

3. Go shopping at the Metro Centre
A short bus ride away from the city centre, the Metro Centre is one of the largest shopping and leisure centres in Europe.

4. Visit historic Durham
A short 15-minute train ride away, this beautiful city is famous for its cathedral, castle and riverside walks. We often organise trips to Durham as part of the INTO Social Programme.

5. Visit a traditional English pub
The local people love spending time talking and socialising in many of the city pubs. Some of the best in the region include;
- Crown Posada (Quayside)
- Red House (Quayside)
- The Cluny (Ouseburn)

6. Visit the Coast
Take a trip to the coastal towns of Tynemouth, Whitley Bay and South Shields, all a 20 minute ride away on the metro. Walk along the beach, visit the castle and priory, and eat traditional fish and chips.

7. Angel of the North
Seen by 33 million people every year, this 200-tonne steel structure by Anthony Gormley is one of the most famous pieces of public art on display in Britain.

8. Shop at the local markets
Jesmond Dene, Tynemouth, and the Quayside all have regular markets providing a great place to pick up a bargain or an original item you will find nowhere else.

9. Visit Castle Keep
The ‘New Castle’ is the original building from which the city is named.

It was built in 1082 and is located in St.Nicholas Street near Central Station.

10. Visit the parks
There are many parks in Newcastle including; Jesmond Dene, Leazes Park, and Exhibition Park. The most spectacular however, is Saltwell Park in Gateshead, a stunning Victorian green with a boating lake, animals, and a bandstand.

11. Art Galleries
The BALTIC Centre for Contemporary Art hosts big name modern artists, The Laing has a permanent collection of 19th century work and the Hatton Gallery at Newcastle University exhibits art with current themes.
12. Watch a show at the Theatre Royal. Showing everything from ballets and operas, to comedies and musicals, this huge venue is the best place in Newcastle to watch live shows.

13. Tyneside Cinema
The newly refurbished cinema shows a great mix of films from all over the world, offers student discount, and has a great cafe and bar.

14. Ice skate at the Centre for Life
Every winter, Times Square outside the Life Centre is transformed into an ice rink where people go to spend their afternoon or evening skating under the Christmas lights.

15. Villages
West of Newcastle there are many attractive villages. For a quiet day out, take the train to Corbridge (Roman museum, river walks, churches) or Hexham (Abbey, historic market).

16. Hadrian’s Wall
Take a walk along the many points of this historic landmark. Visit the fort at Housesteads, about 40 miles outside of the city, which was once the North Western border of the Roman Empire.

17. York
Around 90 miles south of Newcastle, York is one of the oldest cities in England with many historic buildings, museums, unusual shops, street theatre, and an impressive cathedral. We organise trips to York as part of the INTO social programme.

18. Alnwick
An attractive town north of the city, Alnwick is home to the famous castle used in the Harry Potter films, The stunning Alnwick gardens, and a huge second hand bookshop.

19. Museums
Visit the Great North Hancock Museum and the Discovery Museum for a range of exhibitions suitable for everyone.

20. Visit a restaurant for a meal. We recommend:
- The Grainger Rooms, 7 Higham Place
- Hana Hana, 45 Bath Lane
- Pani’s Cafe, 61 High Bridge Street
- Lao’s Buffet King, Stowell Street