



SCHOOL OF MATHEMATICS, STATISTICS AND PHYSICS

**Physics
Undergraduate Degree Programme
Handbook**

2024-2025

<u>Section A: Introductory Information</u>	4
<u>Welcome</u>	4
<u>Summary of Programme Commitments</u>	5
<u>Important Contact Details</u>	6
<u>Key Dates</u>	7
<u>The Student Charter and the Newcastle Offer</u>	8
<u>Student Attendance/Engagement</u>	9
<u>Student Self Service Portal (S3P)</u>	10
<u>Section B: Degree Programme and Module Information</u>	10
<u>Overview and Important Definitions</u>	11
<u>Modules and Module Choice</u>	12
<u>Teaching and Contact Hours</u>	12
<u>Graduate Skills Framework</u>	12
<u>Placements and Study Abroad Opportunities</u>	12
<u>Section C: Student Support</u>	13
<u>Personal Tutoring</u>	13
<u>Peer Mentoring</u>	13
<u>Other Sources of Support</u>	13
<u>Student Services (King's Gate)</u>	13
<u>Section D: Circumstances Affecting Your Studies</u>	14
<u>If You Are Ill or Away from the University for Personal Reasons</u>	15
<u>Personal Extenuating Circumstances</u>	15
<u>Change of Circumstances (Transfer, Suspend Studies or Withdraw)</u>	16
<u>Complaints and Appeals</u>	16
<u>Section E: Assessment and Feedback</u>	18
<u>Coursework Submission</u>	18
<u>Plagiarism</u>	18
<u>Late Submission of Assessed Work</u>	18
<u>Examinations</u>	18
<u>Feedback on Assignments</u>	20
<u>Marking Criteria</u>	20
<u>Marking and Moderation Processes</u>	20
<u>How Assessment Affects Your Progress</u>	21
<u>Assessment Irregularities and Disciplinary Procedures</u>	21
<u>Section F: Student Representation and Feedback</u>	23
<u>Overview</u>	23
<u>Semester Evaluations</u>	23

<u>National Surveys</u>	23
<i>Academic Student Representation</i>	24
<u>Section G: Ensuring the Quality of Your Degree</u>	26
<u>Section H: Health and Wellbeing</u>	28
<u>Section I: Resources</u>	31
<u>Section J: Additional University Contact Information (Not Provided Above)</u>	35
Appendix 1: Information for Stage One Students.....	36
Appendix 2: SAgE Faculty Marking Criteria.....	42

Section A: Introductory Information

Message from the Head of School

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

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

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

- to provide, for all students, a high quality of educational and academic experience, thereby giving them the opportunity to achieve their full potential.
- to provide the best possible environment, within the resources available, for the pursuit of scholarship and excellence in learning, research and other academic activities.
- to advance the subjects of mathematics, statistics and physics by producing original contributions to knowledge.

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

Professor Nick Parker
Head of School

Summary of Programme Commitments

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

Average number of contact hours for this Stage/programme	See page 12.
Mode of delivery	The School's degree programmes are delivered in full time linear mode and fit within the University's standard pattern of terms and semesters.
Normal notice period for changes to the timetable, including rescheduled classes	Where possible, at least one week's notice will be given for timetabling changes. In the event of this happening students will be contacted by email.
Normal notice period for changes to the curriculum or assessment	Changes after you register for the academic year are rare and are generally unavoidable. If changes are required, they will be made in the previous semester.
Normal deadline for feedback on submitted work (coursework)	See Section E: Assessment and Feedback, Feedback on Assignments on page 18.
Normal deadline for feedback on examinations	See Section E: Assessment and Feedback, Feedback on Assignments on page 18.
Professional recognition	The School's Single Honours and Major/Minor degree programmes are accredited by the Institute of Mathematics and its Applications (IMA). This means that these degree programmes meet, in part, the educational requirements for the Chartered Mathematician designation, with some additional study or experience required.
Assessment methods and criteria	See Section E: Assessment and Feedback on page 19.
Academic guidance and support	See Section C: Student Support page on page 13.

Important School Contact Details

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

Website: www.ncl.ac.uk/maths-physics

Email: maths.physics@ncl.ac.uk

Telephone: 0191 208 3944

Head of School

Professor Nick Parker, Email: nick.parker@ncl.ac.uk

Director of Education

Dr Jon Goss, Email: jonathan.goss@ncl.ac.uk

Undergraduate Degree Programme Director (DPD)

Professor Ian Moss, Email: ian.moss@ncl.ac.uk

Senior Tutor

Dr David Walshaw, Email: david.walshaw@ncl.ac.uk

Transition Officer and Stage 1 Tutor

Dr Kate Henderson, Email: paul.branch@ncl.ac.uk

Stage Tutors

Stage 2: Dr Stuart Hall, Email: Stuart.Hall@newcastle.ac.uk

Stages 3&4: Dr Jonathan Mar, Email: Jonathan.Mar@newcastle.ac.uk

School Manager

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

School Education Manager

Andrew Wade, Email: andrew.wade@ncl.ac.uk

School Education Team Leader

Ross Johnson, Email: Ross.Johnson@ncl.ac.uk

School Education Administrator

Emma Simblett, Email: emma.simblett@ncl.ac.uk

School Education Assistants

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

Steven Broadrick, Email: steven.broadrick@ncl.ac.uk

Neve Sterrett, Email: neve.sterrett@newcastle.ac.uk

Key Dates

2024-2025 Semester and Term Dates

Autumn Term	Monday 16 September 2024	Friday 13 December 2024
Spring Term	Monday 6 January 2025	Friday 28 March 2025
Summer Term	Monday 28 April 2024	Friday 6 June 2025
Semester 1	Monday 16 September 2024	Friday 24 January 2025
Semester 2	Monday 27 January 2025	Friday 6 June 2025

The undergraduate academic year is organised into three terms. Major holidays (Christmas and Easter) occur between terms. The undergraduate academic year is ALSO organised into two semesters. Induction will take place in the week commencing 16 September 2024. Each semester has 11 teaching weeks. In addition, there is an enrichment week in Semester 1 (week commencing 4 November 2024), and an inter-semester week break (week commencing 20 January 2025) following the Semester 1 assessment period and prior to the start of Semester 2.

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

Examination dates: these are available at the link below:

<https://www.ncl.ac.uk/exams/exam-dates/#examdatesandtimetable>

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

University Timetable

Your University timetable can be viewed by the new [Student Portal](#). It is important that you only attend the sessions shown on your timetable. You can also view a module, programme and personal timetable on the Student Timetables website (www.ncl.ac.uk/timetable) and find further information to understand your timetable and navigate the teaching campus.

Your classes can take place most days and between the hours of 09.00 and 18.30, Monday to Thursday, and 09.00 and 17.30 on Friday. Check your timetable daily for the first few weeks as it can be subject to change. Inform your School of any problems with your personal timetable.

1.1 *The Student Charter and the Newcastle Offer*

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

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

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

In summary, you are expected to:

- Attend and participate in all timetabled activities.
- Familiarise yourself with all information provided by the University and follow recognised procedures.
- Take responsibility for your own learning and devote the necessary time in private study to understand and learn the material.
- Submit all work on time and collect your feedback when it is returned.
- Seek help if you are encountering any difficulties and tell your personal tutor/supervisor 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.
- Complete feedback forms such as module evaluation forms and surveys to help the School and University improve.

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

- Demonstrating high standards of personal conduct and respect in interactions with the University and the local community
- Treating fellow students, University colleagues, neighbours and other people in the community with courtesy, fairness and respect regardless of their personal circumstances, race, ethnic origin, age, gender, marital or parental status, sexual orientation, religion and belief, disability or political views, and respect the privacy of students and University colleagues.
- Observing University rules for the use of University resources and IT facilities and behaving responsibly on campus, in University accommodation and in the community, including relevant social-distancing measures in place for the safety and wellbeing of all members of the University community
- Behaving and communicating in ways that are unlikely to offend others, including on social media.
- Complying with all reasonable requests from staff
- Being considerate to neighbours, especially in relation to noise levels and rubbish
- Acting within the law

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

The Newcastle Offer provides additional explanation about what the University offers undergraduate students for their fees and explains how the University delivers on its promises.

Student Attendance/Engagement

The University wishes to support you to the completion of your programme of study and we know that good engagement with your programme plays an important part in successful outcomes. It is important that you adhere to the regulations and terms of the Student Charter and interact with learning activities and attend all timetabled sessions provided in a punctual manner. The University also has an obligation to monitor the engagement of international students resident in the UK and to report to UK Visas and Immigration any student who is not engaging with their studies.

You can learn more about how the University monitors attendance and engagement and how you should notify us if you are absent in the Attendance and Engagement webpages: [Attendance - Student Progress - Newcastle University \(ncl.ac.uk\)](#)

If you are struggling and need support with your attendance, please contact your tutor or supervisor.

Student Portal

Student Portal, use this system if you want to;

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

Further detail is available here: [New Student Portal | Student Services | Newcastle University \(ncl.ac.uk\)](#)

You can log on here: [Home \(ncl.ac.uk\)](#)

Section B: Degree Programme and Module Information

Overview and Important Definitions

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

Key Definitions:

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

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

Core modules – those modules which you must PASS to be allowed to proceed. (You must normally pass ALL modules to proceed, but the University regulations allow some more leeway with non-Core modules.)

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

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

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

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

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

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

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

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

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

Modules and Module Choice

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

<https://www.ncl.ac.uk/module-catalogue/>

As a Stage one student you will complete your module selection in induction week. You will have support in this process. You should meet with your personal tutor to ensure that your selection is appropriate.

As a continuing student you will use S3P to select your modules at around Easter for the following year.

Contact maths.physics@ncl.ac.uk for further information.

Teaching and Contact Hours

You will experience a variety of types of teaching during your time at University, each of which has different learning objectives and each of which will contribute to your learning experience in different ways. The University has definitions of the key types of teaching:

<https://newcastle.sharepoint.com/sites/LTDS/Internal%20Only%20Webdocs/FileStore/Files/res-contacthours-mof.pdf>

but the amount and types of contact time vary quite a bit between modules, Stages and programmes.

Graduate Framework

The University has created the Graduate Framework to help you identify and develop the key skills and attributes that can shape your future and be used as evidence in future job applications. We want you to develop the skills to support you when you graduate. Visit the graduate framework webpages to find out more: [Graduate Framework - Careers Service - Newcastle University \(ncl.ac.uk\)](#)

You can also get these formally recognised through our NCL+Award: [Ncl+ Award - Careers Service - Newcastle University](#)

Placements and Study Abroad Opportunities

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

Section C: Student Support

Personal Tutoring

You will have a personal tutor assigned to you when you first start at the university. They are there to help you make the most of your studies. Your Personal Tutor is your first port of call for all academic and pastoral matters. They can help you reflect on your progress and offer general academic advice, discuss any problems you may have (whether academic or personal) which may affect your academic progress, and direct you to other support services in the university.

Your personal tutor will have contact with you across the academic year, starting in your induction week. In addition to these meetings, your personal tutor is available to discuss academic issues throughout the year, therefore please do contact them when you need to.

Information about your personal tutor, including their email address, is included on the Student App. What you get out of personal tutoring depends upon you and your personal tutor both contributing to the relationship: a personal tutor can't help you if you do not engage with them, and you need to be open and honest with your tutor in order to receive the best support.

At the end of your degree, you can ask your personal tutor to provide you with references for employment or further study. For these to be useful, your personal tutor needs to know you well enough to write them. This means that you should attend all arranged meetings, respond promptly to emails, and keep your personal tutor informed if you have any concerns.

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

Peer Mentoring

The University is committed to offering Peer Mentoring to all undergraduate students entering their degree course, across all campuses. The aim of Peer Mentoring is to enable all students to make a smooth transition to their programme of study, successfully integrating into University life. The University has a policy that explains the Peer Mentoring scheme:

[\(Peer Mentoring | University Library | Newcastle University \(ncl.ac.uk\)\)](#).

(You must be logged in to access this link.)

Other Sources of Support

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

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

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

Student Services (King's Gate)

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

Our main Student Services Desk is on Level 2, and this is your first point of contact for any questions or information about Academic Support, Accommodation, Fees/Funding/Finance, Health/Wellbeing, Exchange/Study Abroad and Visa Support. Both online and face to face appointments are available. Check the Student Services website for further information and online booking:

[Welcome to Student Services | Newcastle University - Student Services - Newcastle University \(ncl.ac.uk\)](https://www.ncl.ac.uk/student-services)

The Student Essential website provides you with access to a range of support tools, timetable and portal logins to support your studies. You can also search the student enquiries webpages:

[Student Enquiries \(ncl.ac.uk\)](https://www.ncl.ac.uk/student-enquiries)

Section D: Circumstances Affecting Your Studies

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

If you are unwell or unable to attend your teaching sessions please let your personal tutor know as soon as possible. Where illness or any other reason prevents you from studying for more than three working days you will need to follow the Student Sickness and Absence procedure and complete an absence request form via S3P

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

More information about sickness and absence procedure is available here:

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

Personal Extenuating Circumstances

Students who believe that their study and ability to complete assessments is being adversely affected by significant unforeseen and unavoidable personal extenuating circumstances should advise their School by completing the online Personal Extenuating Circumstances (PEC) Form via S3P as close as possible to the time that the problem arose and in advance of any imposed School deadline (ideally three days), so that appropriate adjustments can be considered. Before submitting a PEC application students are advised to carefully read the Guidance for Submission of Personal Extenuating Circumstances which can be found on the Student Progress Webpages at:

<https://www.ncl.ac.uk/student-progress/circumstances/pec/>

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

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

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

- an extension to the hand-in date for a piece of work.
- an exemption for a minor item of course work.
- a deferral of the assessment to the next normal occasion – generally a deferral to August.
- a deferral of the assessment to a later normal occasion.
- permission to set aside (ignore) attempts at assessments.
- permission to sit an extraordinary examination.
- permission to repeat tuition in residence.
- permission to proceed to the next Stage carrying fails.
- permission to repeat a period of tuition, setting aside previous attempts (e.g. re-doing a Stage or Semester as if for the first time).

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

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

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

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

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

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

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

Change of Circumstances (Transfer, Suspend Studies or Withdraw)

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

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

More information on the relevant procedures and the forms you may need to fill in is available here: [Circumstances Affecting Your Studies - Student Progress - Newcastle University \(ncl.ac.uk\)](https://www.ncl.ac.uk/student-progress/circumstances-affecting-your-studies). Your personal tutor should be able to help you complete these forms if necessary.

Complaints and Appeals

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

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

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

The Student Academic Queries and Appeals Procedure is for appeals against the decisions of the Boards of Examiners (except those related to assessment irregularities), Personal Extenuating Circumstance (PEC) Committees, and sanctions imposed under Unsatisfactory Progress procedures by a Degree Programme Director. More information is available here: [Academic Queries and Appeals Procedure - Student Progress - Newcastle University \(ncl.ac.uk\)](https://www.ncl.ac.uk/student-progress/academic-queries-and-appeals-procedure)

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

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

Section E: Assessment and Feedback

Coursework Submission

It is your responsibility to make yourself aware of all your deadlines and to understand how to submit each piece of work. All assessments will be submitted online. This might be through Canvas or NESS, although there may be some exceptions to this.

Only the Degree Programme Director has the authority to approve changes in coursework submission deadlines once they are published. If a deadline does change, you will be given sufficient notice and a reason for the change. More information about the University policy on coursework submission is available here: [Exams and Assessment Policies | Education Policy and Governance Service | Newcastle University \(ncl.ac.uk\)](#)

Plagiarism

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

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

Here is all you need to know: [Assessment Irregularities Procedure - Student Progress - Newcastle University \(ncl.ac.uk\)](#)

Late Submission of Assessed Work

If you are struggling to submit your work in on time, please contact your personal tutor or School office for support. However, if you are late submitting your work the University has a standard policy for unauthorised late submissions. If you submit work late, a sliding scale of late penalties will be applied. This is a fixed penalty of a 5% deduction of the final agreed mark for every calendar day that the work is submitted late. Deductions will accrue daily for either a seven-day period, or until the mark reaches the pass mark (40 for undergraduate modules, 50 for integrated masters and PGT modules, and the relevant pass grade for non-modular programmes). Work submitted after seven calendar days will be given a mark of zero.

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

For much of the coursework in MAS modules, however, it is not possible to accept work more than one week after the original deadline. This means that extensions longer than one week cannot be granted, and that the full week of the sliding scale will not apply after any deadline extension agreed. (Longer extensions may still be possible for projects and for other substantial pieces of coursework.)

There may also be pieces of coursework for which no late work can be accepted. You will receive prior notification in these instances. In such cases, the work can instead be "discounted" if the PEC Committee so decides; you will again need to submit a PEC form for this. Discounting means that the

assignment will be excluded from the calculation of the coursework mark for that module, with the relative weights of other components being increased accordingly.

Examinations

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

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

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

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

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

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

(<https://www.ncl.ac.uk/wellbeing/supportservices/disabilitysupport/#overview>)

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

Feedback on Assignments

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

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

Feedback on Examinations

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

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

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

Marking Criteria

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

Marking and Moderation Processes

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

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

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

The University has a policy on Moderation processes, available here: [Exams and Assessment Policies | Education Policy and Governance Service | Newcastle University \(ncl.ac.uk\)](#)

How Assessment Affects Your Progress

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

Assessment Irregularities and Disciplinary Procedures

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

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

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

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

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

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

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

<http://libguides.ncl.ac.uk/referencing> .

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

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

The Student Disciplinary Procedure will apply to any student who is alleged to have breached the University's behavioural expectations as set out in the [Student Charter](#) . More information is available here:

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

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

Section F: Student Representation and Feedback

Overview

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

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

Further information regarding Student-Staff Committees and Student Representation roles can be found via the following link: [Student Representation | Learning and Teaching @ Newcastle | Newcastle University \(ncl.ac.uk\)](https://www.ncl.ac.uk/learning-and-teaching/student-representation)

Semester Evaluations and Module Feedback

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

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

You will also be given opportunity to feedback on your modules, both through informal check-ins mid-way through your module, as well as at the end of the semester in the semester evaluations. Please look out for these opportunities.

National Surveys

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

National Student Survey (NSS) - The NSS contributes to public accountability, helps inform the choices of prospective students, and provides data that allows informed decisions to be made which will enhance the undergraduate student educational experience. The NSS typically runs from February through to April annually. It includes all full-time and part-time UK, EU, and international **final year undergraduate students** studying at Newcastle, including eLearning students based in the UK. The NSS excludes incoming and exchange students. See <https://www.officeforstudents.org.uk/advice-and->

[guidance/student-information-and-data/national-student-survey-nss/](#) for more information.

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

This survey is similar to the NSS, but for postgraduate taught students.

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

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

Academic Student Representation

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

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

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

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

Section G: Ensuring the Quality of Your Degree

Mechanisms for Ensuring the Quality of Your Degree

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

Annual Monitoring and Review (AMR) – Every year Schools are asked to comment on what went well and what could be improved (and to provide evidence) regarding programmes. Schools are also required to develop an action plan that lists new projects and activities to improve a degree programme. This AMR is reviewed at Faculty level each year and at University level to identify effective practice to share or issues to address. See the University policy for more information: [Monitoring and Review | Education Policy and Governance Service | Newcastle University \(ncl.ac.uk\)](#)

Learning and Teaching Review (LTR) – Approximately every six years each School or subject area is reviewed by a panel of University staff and at least one external member who is a discipline-specialist. This review examines the teaching and learning process and speaks with students and staff about their experiences of the programme. For more information, see: [Monitoring and Review | Education Policy and Governance Service | Newcastle University \(ncl.ac.uk\)](#)

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: [External Examiners | Education Policy and Governance Service | Newcastle University \(ncl.ac.uk\)](#)

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

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

Changes to your programme – The University recognises that students invest time and personal effort in their studies and need timely dialogue and clarity of options when changes occur. Your School will act transparently and enter into dialogue with students to identify options and minimize the impact on students affected by changes to programmes. For further information, see [Programme Approval and Changes | Education Policy and Governance Service | Newcastle University \(ncl.ac.uk\)](#)

Section H: Health and Wellbeing

Student Welfare and Counselling Service

- Welfare support for students experiencing mental health distress.
- Welfare support for academics, friends and family who are worried about students who may be in mental health distress.
- Assessment appointments with a counsellor for students struggling with emotional life concerns which cause unmanageable emotional or psychological distress, to establish where needs are best met.
- Links to appropriate internal or external support services.
- Online self-help and guided therapy programmes, psychoeducational groups and time-focused counselling.
- Wellbeing Workshops on a number of topics including Confidence Building, Anxiety Management and Mindfulness.

[Mental health - Student Wellbeing - Newcastle University \(ncl.ac.uk\)](https://www.ncl.ac.uk/mental-health-student-wellbeing)

Disability Service

- Access to one-on-one support to identify support and adjustments.
- A tailored Student Support Plan.
- Advice and support with applications for Disabled Students Allowances (UK students only).
- Tailored one-to-one specialist study skills for students with Specific Learning Difficulty (Dyslexia) and Autism Spectrum Conditions.
- Transition and social support.
- Advice and information about diagnostic assessment
- Advice and information for academic colleagues

[Disability Support | Student Wellbeing | Newcastle University \(ncl.ac.uk\)](https://www.ncl.ac.uk/disability-support-student-wellbeing)

Student Financial Support Service

- UK Undergraduate & Postgraduate Opportunity Scholarships to support lower income and widening participation students.
- Vice-Chancellor's Scholarships to support international and EU students as well as a number of external and donor funded scholarship schemes.
- Student Financial Support Fund, Financial Assistance Fund & Emergency funding to help students experiencing financial difficulties.
- Tailored one-to-one budgeting sessions and weekly drop-in sessions. Advice and support with student loan funding including US Federal Loans
- Summer Research Scholarship Scheme and Student Expeditions Scheme

Email: student.fin-supp@ncl.ac.uk
[ncl.ac.uk/student-financial-support/](https://www.ncl.ac.uk/student-financial-support/)

Hate Crime and Sexual Violence Prevention and Survivor Support Scheme

- We do not tolerate hate crime, sexual violence, harassment or discrimination.
- We aim to eliminate these behaviours, and we support survivors.
- You can report your concerns anonymously, or ask to speak to an advisor.

For more information email: svlo@ncl.ac.uk

- You can report at: <https://reportandsupport.ncl.ac.uk>
- We will contact you within two working days to discuss your needs. We are survivor led – we will never force you to report to the police, or to make an official complaint to the University.

We offer:

- Specially trained Sexual Violence Liaison Officers.
- Signposting to Hate Crime Advocacy Services.
- Information and resources to inform your decisions.
- Weekly on-line drop-ins to ask questions about support options.

Chaplaincy and Pastoral Care Service

- Listening Ear - providing a Listening Ear for worries and concerns, both as one-off and longer-term support. To sign up email: pastoral.support@ncl.ac.uk
- Walk & Talk - opportunity to join with up to five others on a short (45mins) walk in the vicinity of the Newcastle University campus to meet new people, get some fresh air, and share with others. Sign up takes place on [Eventbrite](#)
- Faith Support - find someone to speak with you about your faith, to help you connect with a faith community in Newcastle, or to travel with you through the ups-and-downs of your faith journey. Send us an email: chaplaincy@ncl.ac.uk
- We also provide some quiet spaces and prayer facilities around the Newcastle University campus.
- Weekly Updates –weekly email with updates for the whole University community sign up to the email list for updates [here](#)

Student Advice Centre

The Student Advice Centre (SAC) is an independent professional and confidential service provided by NUSU (the Students' Union) and is completely separate from the University. The Centre does not have access to any student records and the University has no access to the Centre's records. All staff pride themselves on the confidentiality offered and they are licensed and insured by AdviceUK.

The Student Advice Centre is a service of the Students' Union staffed by professionals who specialise in student concerns. They can help you by providing information; listening to any problems; advising on the options open; helping you resolve difficulties; and referring you to any relevant agency (they cannot recommend any commercial companies however). They may even take on your case for you, even to the representation stage.

You can browse through a range of information, help yourself to leaflets and obtain forms (benefits, help with NHS charges, Access to Hardship Funds etc.). More information is available from the SAC website: <https://www.nusu.co.uk/support/sac/>

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

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

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

Telephone 0191 239 3979; or e-mail: student-advice-centre@ncl.ac.uk Please check website for updates on service provision.

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

Sport and Fitness

Get involved in sport and exercise at Newcastle. Get moving, feel great, reach your goals, be your best. Sport and fitness at Newcastle is for everyone. No matter what your level of skill or experience is, we're here to help you keep fit and healthy.

You'll find a huge range of options to get you moving. We'll help you stay on track, whether you're playing as a team, or sweating it in a dance class:

- Gym fitted with the latest high-performance equipment for strength and cardiovascular training.
- Group fitness classes.
- Inclusive Sport programme designed to remove barriers to sport, allowing everyone, including those with disabilities, to enjoy being more physically active.
- Competitive sport programme open to all abilities.

We schedule our sports and fitness programmes so you can fit in training around your lectures. Discover how you can get involved in sport and fitness at Newcastle here: <https://www.ncl.ac.uk/sport/>

Section I: Resources

University Library

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

Library Search (<https://libsearch.ncl.ac.uk>) can be used to locate books, journal articles and a lot more information using a single search. Online Library help is available 24/7 at <http://libhelp.ncl.ac.uk/>. Staff can help you to find the information you need as well as help you improve your academic and research skills. Where more in depth assistance is required one to one consultancy appointments can be made with one of our Liaison Team.

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

Academic Skills Kit (ASK)

The Academic Skills Kit is an online resource that provides advice on developing your academic skills and information about where you can go for support on:

- Assessment
- Writing
- Study skills
- Good academic practice
- Numeracy, maths and statistics
- Information and digital skills

Please visit www.ncl.ac.uk/ask

Writing Development Centre

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

- Understanding assignment questions, marking criteria and feedback
- Critical thinking, critiquing and reviewing literature
- Planning and structuring writing
- Avoiding plagiarism
- Exams and revision (excluding take-home exam papers, except in general terms)

We offer **one to one tutorials** that focus in depth on a specific issue you want to work on. Tutorials with us are centred on your individual academic development and are non-judgmental, supportive and strictly confidential. Appointments should be made online via our website.

To find out more or book an appointment please see our website: <https://www.ncl.ac.uk/academic-skills-kit/writing/>

INTO Newcastle In-Sessional English

The INTO Newcastle In-Sessional team can provide information on free academic English classes for Newcastle students whose first language is not English.

The support ranges between lecture-style and workshop-format, covering reading, writing, listening and speaking. More information about the In-Sessional programme is available from the INTO website: <http://www.ncl.ac.uk/insessional>

IT Facilities

NUIT looks after the University IT services that support your learning, teaching and research. Visit: www.ncl.ac.uk/itservice/

Before you begin your programme, you will receive your username and password. You will use these to access most University IT Services and campus WiFi. It is a good idea to [register for Self-service Password Resets](#).

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

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

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

WiFi is widely available across campus and University-owned Halls. Select the Newcastle-University network and enter your username and password to connect.

See go.ncl.ac.uk/itservice/connect

Computers can be found in cluster rooms across campus and feature a wide range of software. The Newcastle University app can help you find a cluster with available PCs.

See go.ncl.ac.uk/itservice/clusters

Printers can be found in all PC cluster rooms and photocopying is available in the University Libraries. You can print to cluster room printers from your laptop, tablet or mobile at nuprint.ncl.ac.uk

Every student is given a free allocation of print and copy credit at the start of the academic year. You can check your print funds or buy more credits at printing.ncl.ac.uk or visit the Philip Robinson Library.

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

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

Student IT Guide can be found at <https://www.ncl.ac.uk/itservice/studentguide/> It's important to be aware of the policy on 'Use of IT Facilities'. Learn more at <https://services.ncl.ac.uk/itservice/rules/>

Email: it.servicedesk@ncl.ac.uk

Website: <http://www.ncl.ac.uk/itservice/>

Careers Service

We offer a range of services from business START UP, to meeting employers and workshops including Making Successful Applications. Our Information Officers, Careers Consultants and START UP Advisers are here to offer bespoke, confidential one-to-one guidance and the information you need to explore your existing plans or generate new ideas. There's lots of information and useful resources on our [website](#), which will give you an idea of the opportunities we can provide or point you to.

Useful Links

START UP: <https://www.ncl.ac.uk/careers/startup/>

Work experience opportunities: <https://www.ncl.ac.uk/careers/workexperience/>

(Jobsoc): <https://mycareer.ncl.ac.uk/home.html>

Careers Modules: <https://www.ncl.ac.uk/careers/modules/>

Placements: <https://www.ncl.ac.uk/careers/modules/careersserviceplacementyearmodule/>

Recruitment and workshops: <https://mycareer.ncl.ac.uk/unauth>

Health and Safety

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

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

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

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

If students need any health and safety advice or information they should speak to their academic tutor in the first instance. In addition each School and Institute has a School Safety Officer (SSO) who is an

invaluable source of local advice. The name and contact details of the SSO will be provided in the health and safety policy. There may be other School or Institute colleagues who hold important health and safety roles relating to specialist subjects including:

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

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

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

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

In the case of discovering a fire or on hearing the fire alarm please [follow these instructions](#).

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

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

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

<p>International Office</p> <p>The International Office provides information and advice on:</p> <ul style="list-style-type: none">• The equivalence of overseas qualifications• Study abroad information• Finance and funding <p>It also provides an orientation welcome programme and airport collection service</p> <p>Location: King's Gate Telephone: 0191 208 3333 Website: http://www.ncl.ac.uk/international/</p>
<p>Language Resource Centre</p> <p>The award-winning Language Resource Centre encourages and celebrates cross-cultural experiences by providing a range of opportunities, resources and facilities for the practice and learning of languages for all students of the University. The Centre also runs institutional on-line tandem exchanges with universities abroad, operates the World TV and Film service (IPTV) and recruits student language ambassadors for engagement with schools in the region.</p> <p>For details about joining, accessing opportunities and the Centre's opening times see: http://www.ncl.ac.uk/language-resource-centre/ For World TV and Film see: https://iptv.ncl.ac.uk Location: Old Library Building (off the quadrangle gardens)</p>
<p>Nightline</p> <p>Nightline is the confidential listening and information service run for students by students</p> <p>Telephone: 0191 261 2905 (8 p.m. to 8 a.m.) Website: https://www.nusu.co.uk/support/nightline/</p>
<p>Students' Union</p> <p>Location: Students' Union, King's Walk Telephone: 0191 239 3900 Email: student.union@ncl.ac.uk Website: http://www.nusu.co.uk/</p>

Appendix One

Information for Stage 1 Students

Introduction

A Note from the Degree Programme Director for Physics, Professor Ian Moss.

Welcome to the Newcastle Physics Programmes. I am the Degree Programme Director (DPD) and will be happy to provide advice and help on any aspects of module choices, examinations, assessment and other problems related to your progress and welfare that you may encounter during your study. The Mathematics, Statistics and Physics School Office (Third Floor, Herschel Building, email maths.physics@ncl.ac.uk) or your personal tutor will help if you experience difficulties or need advice, whilst our Transitions Officer Paul Branch will guide you on the new experience of studying at university level.

For your first year at university things will seem very strange and, perhaps, a little daunting at first. It is important to recognise that you are not alone, and that many of your colleagues probably have the same anxieties as you. Reach out to other students and remember that the staff are here to help you.

A most important aspect to recognise straight away is that this is not school. At university you will be treated as an adult, and it is assumed that you will take more responsibility for your progress through the programme. The work is quite rightly challenging, in terms of both the level and quantity of the material. This is because it is a worthwhile programme, preparing you for a life where you can exercise the skills and understanding required for a professional career. The training, and more importantly the self-training, you gain during your time at university will be invaluable. It is easy to fail to recognise at the start of the programme just how much work is to be done. It is vitally important that you keep on top of your tasks and do not let them build up. Complete assignments and reports quickly. Read or review the lectures repeatedly. If you do not understand them, use the office hours to speak to the lecturer. Solve problems as they arise, do not push them into the background and hope they will go away - they will not.

This handbook has been prepared with the aim of giving you all the information you need to know about this year's work. You should use this handbook as a source of information on how the university operates and the policies relating to your programme of study. Please ensure that you come along to the appropriate events in the induction timetable. During your time here I hope to meet with you all and wish you a warm welcome.

Professor Ian Moss
Degree Programme Director for Physics

Induction

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

By the end of Induction you should have:

- Registered fully on the Student Portal.
- Been issued with a University SMART card.
- Attended all the sessions on your Induction timetable.
- Read the appropriate health and safety information and completed the electronic safety declaration to give you access to the Physics teaching labs.
- Signed the student contract and submitted it to the Mathematics, Statistics and Physics office.

Things You Are Expected to Do

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

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

Stage One Course Components

Problem Classes and Tutorials

During Stage 1 of the programme, you will be required to attend problems classes, drop-in sessions and small group tutorials. These will be led by module leaders, a tutorial leader or your own personal tutor. These sessions provide an opportunity to work through parts of the programme with which you or your colleagues may be having difficulty. They are usually based around the tutorial problems set for particular lecture courses. These sessions can be a very valuable support, but you will also be expected to organise your own time to fulfil the coursework requirements for each module.

Laboratory Work

During the Stage 1 laboratory sessions, you will be required to carry out several projects and experiments in support of your lecture work. You should keep a logbook of your laboratory activities; this will be provided. In some cases, you will be asked to write up your work in a more formal manner. You will be given a mark for your laboratory work. This mark will contribute to your final mark in your modules as well as forming a separate module assessment. A lab booklet will be provided which will outline any preparatory work that should be undertaken. Part of the lab module will include the teaching of Python and this tool will be used during lab sessions for data plotting and analysis. Reports can be written up using either Word or LaTeX scripting; with templates provided. If you have not used LaTeX before it is advised that you familiarise yourself with it at an early stage of semester one. Drop-in sessions will be available prior to the report deadline for help with formatting, compiling etc.

Stage One Modules (All Stage one modules are compulsory.)

Semester One

Module Code	Title	Credit Value
PHY1033	Introduction to Calculus	20
PHY1038	Introductory Algebra	10
PHY1021	Introductory Astrophysics	10
PHY1037	Vibrations, Waves & AC Theory & Introduction to Solid State Materials	10
PHY1030	Laboratory Physics 1	10

Semester Two

Module Code	Title	Credit Value
PHY1029	Multivariate Calculus & Differential Equations	10
PHY1024	Introductory Electromagnetism	10
PHY1037	Vibrations, Waves & AC Theory & Introduction to Solid State Materials	10
PHY1030	Laboratory Physics 1	10
PHY1020	Dynamics	10
PHY1025	Introductory Quantum Mechanics	10

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

Good Study Practices

Study Skills

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

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

Personal Time Management

A full-time undergraduate student will be studying 120 credits each of 100 hours total (i.e. taught hours plus private study time).

You should therefore expect to:

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

Mere attendance at timetabled lectures, tutorials and practicals (although compulsory) will not be sufficient to pass the assessments. Outside timetabled contact hours you should expect to invest a significant amount of time in personally timetabled private study. As general guidelines (which will need adaptation to circumstances), you should expect to study on your own as follows:

For lectures, in addition to each hour that you spend in a lecture it is advisable to spend a further hour to:

- Read over and understand your own lecture notes.
- Consult textbooks (your own or in the library) for further explanation and reinforcement of the material.
- Form a list of questions on points where you require further explanation ready for your next tutorial.

For tutorials allow about 3 hours per hour of tutorial to:

- Attempt the tutorial exercises handed out by lecturers before tutorial classes.
- Review similar examples and worked examples in textbooks.
- Form a list of specific questions ready for your next tutorial.

For practical classes allow about 30 minutes per hour of practical work to:

- Review the exercise completed, possibly with reference to your lecture notes or textbooks.
- Prepare any reports or presentations required.

Some of this private study time will be on a continuous basis and some will be more intensive for specific tasks (e.g. writing essays or reports) or final revision. Use the schedule of submission deadlines and assessment to plan your work. Ensure that you allocate sufficient time to each subject and also that you do not waste excessive time on any element (e.g. over-elaborating reports or presentations). As there is virtually no time for revision between the last lectures and assessments in the semester system, you will need to work continuously throughout the academic year, and you must keep up with all subjects. There is simply not enough time to "catch-up later". The importance of tutorial or assignment examples handed out by lecturers cannot be over-emphasised. In order to have a high probability of passing the assessments, you must attempt most tutorial or assignment examples.

Keeping Lecture and Revision Notes

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

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

Appendix Two – SAgE Faculty Marking Criteria

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