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Welcome from the Dean

Welcome to the School of Computing, Engineering and Information Sciences at Northumbria University. Our aim is to provide you with a high-quality education, great experience and excellent career opportunities. Our courses have a clear professional emphasis and have provided the opportunity for our graduates to establish a wide variety of successful and rewarding careers around the world. We look forward to helping you to achieve your goals through your time with us.

The School is known internationally for its innovative courses based on the principles and applications of technology and information. Our courses are continually rated 'excellent' in external quality assessment and, where appropriate, providing professional body accreditation. Indeed, following rigorous external scrutiny of our courses, we have recently received the maximum possible re-accreditation periods from a number of different professional bodies: the British Computer Society; the Institution of Engineering and Technology; the Institution of Mechanical Engineers; the society of Archivists; and the Chartered Institute of Library and Information Professionals. Where appropriate our courses are also endorsed by the following national bodies Skills for Justice and e-skills UK.

We offer courses in traditional disciplines such as computer systems and computer science, mathematics, business information systems, information management and mechanical and electrical engineering, and our commitment to innovation has led to the emergence of programmes in newer disciplines such as product design, games design and production, communication and public relations, computer forensics and ethical hacking.

Our teaching is underpinned by active research and consultancy, ensuring that our courses remain highly relevant and are taught by staff at the leading edge of their disciplines. In the last UK Research Assessment Exercise, all of the School's research activity was of a quality that is recognised nationally and internationally, with 50% of our activity rated 'world leading' or 'internationally excellent', clearly underlining our reputation for excellence. The School has many partners with businesses, employers and other external organisations. You will see the direct benefit of these links through opportunities for work placements, via 'real world' case students and with access to specialist facilities such as the world-class Agilent sponsored communication system laboratories.



The School has recently completed a multi-million pound investment that has seen refurbishment of all of our facilities to ensure the best quality teaching and learning environment. In addition to providing outstanding specialist facilities and laboratories, this investment has created high-quality open-access working areas for our students, such as 'Forum' on the third floor of Ellison Building, Pandon Basement 24/7 Open Access IT facilities and the 'Matrix' student support area at the School Office in Pandon.

The School Office provides an easily accessible point of contact for any questions or queries you may have, academic or otherwise, to help ensure your time with us is both enjoyable and successful.

Please do make the most of your time at Northumbria, and alongside your academic services take the opportunity to get involved in the social life of the University via the many clubs and events organised by the Students' Union, Team Northumbria and others. Enjoy your time with us at Northumbria University and on behalf of all staff in the school I would like to wish you success in your studies and future careers.

David Bell
Acting Dean
School of Computing, Engineering and Information
Sciences

2 Introduction

2.1 This Handbook

This student handbook is designed to provide you with a guide to the School of Computing, Engineering and Information Sciences and the support network that it provides. After reading this guide, if you have any further questions, please do not hesitate to contact the Pandon School Office or your Programme Leader. A glossary of common terms and phrases can be found in Appendix A.

The University also produces a University Guide for new students which contains details regarding all services the University provides to support you during your studies. You should have been provided with this during your induction week. It includes:

- Welcome and Introduction
 - The Campuses of the University
 - Catering
 - Safety and Security
 - Equal Opportunities
 - Finance and Money Matters
 - Library <http://northumbria.ac.uk/sd/central/library>
 - IT Services
 - Students Union www.mysu.co.uk
 - Student Programme Representation
 - Handbook of Student Regulations
http://northumbria.ac.uk/sd/central/uso/stud_reg_handbk
 - Academic Regulations for Northumbria Awards (ARNA)
<http://northumbria.ac.uk/sd/central/ar/qualitysupport/assess/assproc/assdocstud>
- This can also be accessed from the 'Useful Links' section of your MyNorthumbria webpage.
- Team Northumbria www.teamnorthumbria.com

Much of the further information that you will need is to be found in comprehensive and definitive form on the Northumbria website. A key page is your MyNorthumbria webpage. You reach it by clicking on 'MyNorthumbria' on the University Home Page (www.northumbria.ac.uk)

When summary accounts of regulations and procedures are provided in this handbook, students must be aware that these are not the regulations, and definitive versions are to be found elsewhere. This handbook will show you where these versions are to be found on the University website.

2.2 The School of Computing, Engineering and Information Sciences: A Brief Overview

The School of Computing, Engineering and Information Sciences (CEIS) teaches some of the most important skills needed for anyone who wants to work in the real world in the twenty-first century. To meet the global need for high-quality graduates in computing, engineering, information science and mathematics, the School offers programmes based on the principles and application of technology. These programmes provide you with the opportunity to build a portfolio of knowledge and skills to make you stand out in the modern employment market.

Based around the theme of 'Delivering the Future', the School draws together the areas of information and communication management; communication and public relations; business information systems; computer forensics; creative media; mathematics; software engineering; computer and network engineering; product design; electrical and electronic engineering and mechanical engineering.

The School has approximately 200 academic and support staff and approximately 3,000 students, with more than 700 studying at postgraduate level and over 80 registered as active PhD students.

Recent major investment secured by the School has exceeded £10m to provide excellent facilities and an outstanding environment for teaching, learning and research. Specialist laboratories have been purpose-built in Ellison Building to support the teaching of Optoelectronics, Electronic Design Automation, Computer Aided Design, Communications and Networks, Microprocessors, Surface Mount Technology, Computing and Circuit Simulation, Power Systems and Control, Advanced 3D Design, Fluid Mechanics, and Thermal Energy Systems. There are also specialist facilities in Pandon Building to support the teaching of our computing and information science based programmes including high-quality laboratory provision in Games, Creative Media, Embedded Systems and Computer Forensics. In addition Pandon Building has a 24-hour open access IT facility.

The majority of the School's programmes carry the quality marks of professional body accreditation. This includes accreditation from Institution of Mechanical Engineering (IMechE), Institution of Engineering and Technology (IET), British Computer Society (BCS), Chartered Institute of Library and Information Professionals (CILIP), Skills for Justice and the Society of Archivists. The School engages with external organisations in a variety of other ways including consultancy, placement opportunities, industrial and employer liaison committees and invited speakers. This growing range of partnerships at local, national and international level contributes to the relevancy and vitality of our programmes.

Research in the School has recently been endorsed as, among other things, 'world leading' and 'internationally excellent'. With 50 researchers and over 80 PhD students, the School offers a vibrant research environment where the traditional disciplines in Electrical, Mechanical and Computer Engineering, Computer Science, Mathematics, Information Science and Systems, Complex Systems and Organisations and Records Management come together to create a unique synergy. The School has extensive and excellent facilities for research and student projects, each research group having dedicated labs with state-of-the-art equipment. The School aims to continue to develop a dynamic and positive research environment where research topics are inspired by imagination, curiosity, economic and social needs and the research can influence and impact on the teaching and the student experience as well as with the wider community across the fields of science, engineering and technology, media, healthcare and education.

The School has a well-justified international reputation, with around a third of its student body originating overseas and representing more than 60 different countries. Approximately 800 students are enrolled on programmes with partner colleges and universities in several countries including Singapore, Malaysia and South Korea. Articulation agreements with Universities in China, in the form of 2+2 agreements, are providing strong links and progression pathways into Northumbria programmes.

The National Student Survey produced high scores for the School of Computing, Engineering and Information Sciences indicating a high degree of student satisfaction and reinforcing the quality of School and University systems. The School works closely with its student body to create a supportive yet academically challenging environment. We are extremely proud of the support we offer from enrolment to graduation no matter which of our programmes you are studying on.

2.3 The Academic and Support Team

Adjacent is a list of all staff within the School and their contact numbers which you may find helpful. All staff in the School can be found in Pandon and Ellison Buildings (see Appendix B for Campus map).

The Pandon School Office

Located on the ground floor of the Pandon Building this is a good starting point for any queries.

Location: Room 007, Pandon Building

Newcastle upon Tyne

Tel: 0191 227 4739

Email: eb.ceisstudentsupport@northumbria.ac.uk

The Administration Team

Programme and Student Management

Helen Izod – Manager 227 3681

Learning, Teaching and Student Experience Team

Yvette Haimes – Senior Administrator 243 7694

Caroline Hull – Administrator 227 4251

Ryan Foster – Administrator 243 7379

Chris Spitty – Assistant Administrator 227 4619

Chloe Brewis – Administrative Assistant 243 7869

Lisa Smith – Administrative Assistant

Computing and Business Information Systems Administration Team

Andrew Cox – Senior Administrator 227 3601

Gabrielle Leonard - Administrator 243 7697

Steve Smith – Assistant Administrator 227 3654

Emma Evitt – Assistant Administrator 227 3384

Louisa Dickson – Assistant Administrator 243 7520

Engineering, Mathematics and Statistics and Information and Communication Management Administration Team

Catherine Hambley – Senior Administrator 227 3518

Helen Prime – Administrator 227 3230

Kimberley Penaluna – Assistant Administrator 243 7150

Amie Foster – Assistant Administrator 227 4782

Collaborative Ventures

Sonia Hill – Senior Administrator 227 3658

Julie Mains - Administrator 243 7626

William Garforth – Assistant Administrator 243 7380

Research, Enterprise and Resources Management

Fiona Ward – Manager 227 4589

Research

Karen Vacher – Senior Administrator 227 3244

Gillian Brooks – Administrator 243 7398

Carol Bennett – Assistant Administrator 227 3603

Sarah Howells – Assistant Administrator 227 3222

Linda Auld – School Assistant 243 7652

Enterprise and Resources

Gillian Butler-Whitelaw – Senior Administrator 243 7324

Karen Robinson - Administrator 243 7562

Janice McLeod – Assistant Administrator 227 4750
 Christine Sinnett – Assistant Administrator 227 3104

Recruitment, Marketing and Placements

Shan Williams – Marketing Officer 243 7496
 Margaret Goodchild – Placements Officer 243 7378
 Lynda White – Marketing Executive 227 3677
 David Somerville – Placements Officer 227 7540
 Marta Pyrek – Marketing Administrator 227 3702
 Neina Sheldon – Marketing Executive 243 7521

Technical Staff

Paul Atkins - Technician/Senior Demonstrator 227 4659
 Robert Best - Technician/Senior Demonstrator 227 4973
 David Crook - IT Support Systems Administration & Developer 243 7636
 Philip Donnelly - Technician/Senior Demonstrator 243 7806
 William Gibson - Technical Support Manager 227 3976
 Sidney Greaves - IT Customer Support & Systems Admin Technician
 Edward Holmes - Technician/Senior Demonstrator 227 3610
 Sam Hutchinson - Technician
 Dean Joel - IT Customer Support & Systems Admin Team Leader 227 4260
 David Johnston - Technician 227 3466
 Greg McCarthy - IT Systems Developer
 Simon Neville - Technician 243 7066
 Matthew Palmer - Technician 227 4622
 Lee Proud - IT Team Leader
 Anthony Sterling - IT Customer Support Technician 243 7625
 Jake Stoker - IT Customer Support Technician 227 4623
 Sheila Stuart - CEIS IT project manager 243 7598

Senior Management Team

David Bell – Dean 227 4621
 Colin Creasy - Associate Dean (Staffing Recruitment and Resources) 227 4348
 Ruth Hattam - School Registrar 227 3585
 Fary Ghassemlooy – Associate Dean (Research) 227 4902
 Rebecca Strachan - Associate Dean (Teaching & Learning) 227 3979
 Carol Bowman – Secretary to the Dean 227 4621
 Anne Malia – Secretary to the Associate Deans & Registrar 227 4505

Business Information Systems

Malcolm Scott – Head of Subject Area 227 3256
 Jacqueline Adamson 227 4959
 Akhtar Ali 227 3521
 Stephen Ball 227 4137
 Karl Brown
 Paula Brumby 227 4612

Colin Damm 227 4617
 Colin Goodlet 227 4354
 Edward Hyatt 243 7413
 Honglei Li 243 7830
 Emma-Jane Phillips 243 7386
 Riona Scott 227 4964
 Andrew Turnbull 227 4349
 David Wainwright 243 7634
 Julie Walters 227 4674
 Ian Watson 227 4374

Computer Engineering

Graham Sexton – Head of Subject Area 227 3232
 Philip Anderson 243 7184
 Nauman Aslam 243 7737
 Ahmed Bouridane 227 3606
 Michael Brockway 243 7605
 Lynne Conniss 227 4434
 Stephen Doswell
 Neil Eliot 243 7383
 Gerhard Fehringer - Enterprise Director 243 7693
 Daniel Hodgson 227 4727
 Graeme Horsman
 Paul Irvine 243 7637
 Yang Jiang 227 3512
 David Kendall 243 7619
 Fouad Khelifi 227 4917
 Christopher Laing 227 4426
 Hoa Le Minh 227 3901
 Alun Moon 243 7622
 John Morton 243 7628
 Sujan Rajbhandari
 Hugh Ross 227 3633
 Sajjad Shami 243 7623
 Muhammad Tahir 243 7633
 Paul Vickers 243 7614
 Alfred Watson 243 7606
 Martin Wonders 227 3602

Electrical Engineering

Richard Binns – Head of Subject Area 227 3670
 Joseph Allen - Enterprise Director 227 4640
 Neil Beattie 227 4592
 Edward Bentley 243 7746
 Krishna Busawon 227 3103
 Sean Danaher 227 3630
 Ian Elliott 227 3623
 Michael Elsdon 243 7289
 Ian Forbes 227 3649

David Gao	243 7832	Ali Daadbin	227 4596
Peter Harrington	227 3673	Philip Hackney	227 3644
Milutin Jovanovic	227 3016	Md. Julfikar Haider	
Tulasi Kotte		Reazul Hasan	243 7233
Bryan Livingstone	227 3628	Haydn Jenkins	227 4539
Safwat Mansi	243 7399	Ken Leung	227 4618
Robert Miles	227 4594	Alireza Maheri	227 3860
Peter Minns	227 3631	Khamid Mahkamov	243 7510
Wai Pang Ng	243 7232	Irina Makhamova	
Nicola Pearsall	227 4595	Jack McCusker	
Joaquin Perez Soler	227 3661	Roger Penlington	243 7229
Ghanim Putrus	227 3107	Noel Perera	243 7228
David Smith	227 3237	Jenna Tudor	243 7083
Guillaume Zoppi	243 7013	Chaoying Wan	243 7834

Information and Communication Management

Philip Oliver – Head of Subject Area	227 3766
Graeme Arnott	227 3162
Wendy Beautyman	227 3328
Biddy Casselden	243 7629
Susan Childs	227 3761
Christine Hall	227 3774
Susannah Hanlon	227 3771
Genavieve Inkster	227 4830
Mandy Lewis	243 7566
Julie McLeod	227 3764
Alison Pickard	227 4418
Matthew Pointon	227 3453
Susannah Riney	227 4667
Petia Sice	243 7632
Jacqueline Urwin	227 3773

Mathematics and Statistics

Charles Fall – Head of Subject Area	243 7304
Maia Angelova	243 7611
Diane Carter	227 3674
Sara Lombardo	227 4336
James McLaughlin	227 3667
Paul Oman	243 7311
Peter Philipson	227 4555
Matteo Sommacal	
Gary Verth	227 4828
Karen Wynne	227 4714

Mechanical Engineering

John Tan – Head of Subject Area	243 7235
Martin Birkett	227 3763
Wai Cheung	243 7584
Christopher Connor	227 3229

Software and Data Engineering

Linda Spencer – Head of Subject Area	243 7384
Ian Bradley	243 7385
Jill Bradnum	243 7668
Clifford Brown	227 3611
Rob Davis	227 4375
Jeremy Ellman	227 3569
Garry Elvin	227 4467
David Gee	227 3224
David Harrison	243 7655
Gerard Hayden	227 3241
Dan Hodgson	227 4727
Julie Horton	243 7612
Alamgir Hossain	
Mark Hurrell	227 4371
Shelagh Keogh	243 7293
Emma Lejk	243 7294
Alan Maughan	243 7653
Emil Petkov	227 3642
Emma-Jane Phillips	243 7386
Tom Prickett	243 7654
Chris Rook	243 7615
Li Zhang	243 7089

All phone numbers should have a prefix of 0191 if calling from outside the Newcastle area.

Email details can be found in the Outlook Address Book but typically follow the format firstname.surname@northumbria.ac.uk (e.g. jane.bloggs@northumbria.ac.uk)

2.4 Your Timetable

For campus-based students, your Programme Leader will provide you with a copy of your timetable during induction week. However, you are also able to access your timetable via the University website using the guidelines provided below. Any problems should be addressed to your Programme Administrator based in the School Office in Pandon Building. You are advised to check your timetable regularly to keep up-to-date with any changes to class times, days and rooms. Additionally, any individual module changes may be announced on the module Blackboard site. You can also obtain module timetables from module tutors; they will provide you with a module specific timetable for each of your modules in week 1.

Your Semester Two timetable is accessible in the same way but is usually not available until the end of Semester One

For students studying at a distance, your programme handbook will contain details of your specific programme schedules.

2.4.1 How to obtain a web timetable from the Northumbria University Site

First open up Internet Explorer and log into the Northumbria University website at www.northumbria.ac.uk

- Click on the 'Timetable' link at the bottom of the page and log onto your MyNorthumbria webpage.
- Select 'My Timetable' and click on 'Timetable Listing'. You will then be at the Timetable webpage.
- Select from the drop down menu the semester and report type or select the 'Start Week' from the drop down box and the 'End Week' from the second drop down box then select 'Grid Timetable' from the 'Type of Report' drop down box.
- Click on the 'List Reports' button and your timetable should appear as a link on the page (in blue).

Semester Dates

Semester One Starts Monday 19 September 2011

Semester One Ends Friday 20 January 2012

Semester Two Starts (New Students) Monday 16 January 2012

Semester Two Starts (Continuing Students) Monday 23 January 2012

Semester Two Ends Friday 25 May 2012

Term Dates

Autumn Term Starts - Monday 19 September 2011

Autumn Term Ends - Friday 16 December 2011

Spring Term Starts - Monday 9 January 2012

Spring Term Ends - Friday 30 March 2012

Summer Term Starts - Monday 23 April 2012

Summer Term Ends - Friday 8 June 2012

Semester One		
International student enrolment	Friday 16th & Saturday 17th September 2011	2 days
Home enrolment	Saturday 17th September 2011	1 day
Welcome/Induction Week	Monday 19th September to Friday 23 September 2011	1 week
Teaching Weeks	Monday 26 September 2011 to Friday 16 December 2011	12 weeks
December Congregation for courses completing after June Examination Boards	Monday 5 December & Tuesday 6 December 2011	2 days
Winter Break	Monday 19 December 2011 to Friday 6 January 2012	3 weeks
Assessment Weeks	Monday 9 January 2012 to Friday 20 January 2012	2 weeks
Welcome/Enrolment Induction week/ Enhancement week for continuing students	Monday 16 January 2012 to Friday 20 January 2012	1 week
Semester Two		
Teaching Weeks	Monday 23 January 2012 to Friday 30 March 2012	10 weeks
Spring Break	Monday 2 April to Friday 20 April 2012	3 weeks
Teaching Weeks	Monday 23 April 2012 to Friday 4 May 2012	2 weeks
Assessment	Monday 7 May to Friday 25 May 2012	3 weeks
Final year results published	Tuesday 26 June 2012	1 day
Summer Award Congregations (provisional)	Wednesday 11 July to Tuesday 17 July 2012	1 week
Reassessment Period	Monday 20 August to Friday 24 August 2012	1 week

Students must note the above dates and ensure their availability to fulfil all academic requirements for their programme of study.

Students should also note the following dates when the University will be closed:

- Good Friday 6 April 2012
- Easter Monday 9 April 2012
- Bank Holiday 7 May 2012
- Bank Holiday 4 June 2012
- Queen's Diamond Jubilee 5 June 2012
- Bank Holiday 27 August 2012

2.6 Equality and Diversity Statement

The School strongly supports the University policy on Equality and Diversity (<http://northumbria.ac.uk/eqdiv>) and strives for good practice with regards to its staff, students and the wider community we engage with. We take equality and discrimination issues seriously. Should you have any concerns or questions, please refer to the policy and/or contact a relevant member of academic staff, Student Support and Wellbeing or your Students' Union.

2.7 Use of Student Work

In accordance with the Handbook of Student Regulations (sections 12.3), please note that the School of Computing, Engineering and Information Sciences uses student work for non-commercial purposes including academic teaching and research. If you do not wish your work to be used for non-commercial purposes, please advise your Programme Leader accordingly.

3 Programme Information

3.1 How Does your Programme Work?

Your programme is based on the accumulation of credits for successfully completing modules. To be awarded an undergraduate honours degree students need to accumulate 360 credits at the appropriate levels. At postgraduate level students need to accumulate 180 credits at the appropriate level to be awarded a Masters Degree.

Each module is worth an identified number of credits. This 'credit value' is based on the notional number of hours of student effort required to successfully complete the module. One credit is usually equivalent to a notional 10 hours of student effort. Therefore, a 10 credit module would require 100 hours of effort, a 20 credit module 200 hours, etc.

As part of your effort you will spend a significant amount of time undertaking independent or direct study. This could involve for example:

- Recommended reading
- Independent research
- Preparing for seminars
- Writing assignments
- Revising for examinations

3.2 Programme Awards and Regulations

3.2.1 Assessment Regulations for Northumbria Awards (ARNA)

All students are provided with the ARNA web reference during enrolment, see below for link. All matters relating to progression and awards are contained within ARNA and you should familiarise yourself with these regulations. If you are unsure about any of the details in these regulations please do not hesitate to contact your Programme Leader or the School Office in Pandon Building.

<http://www.northumbria.ac.uk/static/worddocuments/ardocs/arna.doc>. The information below summarises the main points from ARNA. Please be aware that ARNA holds definitive information.

3.2.2 Honours degree

The standard undergraduate honours degree programme constitutes 360 credit points (120 each at levels 4, 5 and 6). Progression between these levels occurs at the end of every academic year (for full time students) and is subject to student performance – see ARNA regulations for details on this.

ARNA can also be accessed from the Useful Links section of your MyNorthumbria webpage.

Honours degrees are classified according to the following broad parameters of relevant marks:

First:	Average of 70% or above
Upper second:	Average mark of above 60% but below 70%
Lower second:	Average mark of above 50% but below 60%
Third:	Average mark of above 40% but below 50%

N.B. The average is the best of either a weighted average of levels 5 and 6, or level 6 only

3.2.3 Masters degree

The postgraduate programme is split into two stages. The first stage is the taught stage and consists of 120 credits over two semesters. The second stage is the project stage and consists of one 60 credit project over one semester. The credit requirement for the Masters degree is 180 credits. Progression to project is subject to academic performance. This is outlined in ARNA.

3.2.4 Credits certificates and diplomas

If you don't meet the requirements for an award, the Award Board may be able to recommend a lower level award (as specified in ARNA). At mid-stage a repeat stage is normally offered at the discretion of the Programme Leader.

3.2.5 Changing programme/withdrawal/interruption of studies

If you wish to interrupt your studies you should discuss this first with your Programme Leader. The timing of an interruption will influence the credits that you have accumulated and can carry forward so it is essential that you discuss this option. The School Office staff can advise you on this.

Occasionally students want to leave their programme or University. It is essential that you contact your Programme Leader or any other member of staff that you feel comfortable talking to, as they will be able to discuss your concerns with you, and offer advice on options open to you. **PLEASE TALK TO SOMEONE BEFORE LEAVING – WE MAY BE ABLE TO HELP OR MAKE YOU FEEL MORE CONFIDENT ABOUT YOUR DECISION TO LEAVE.** If, however, you still feel that leaving is the best decision for you, then you need to formally withdraw from your programme by completing the appropriate form, which must be signed by your Programme Leader. International students will also be required to complete a form in Student Support and Wellbeing. Forms are available from the School Office. If you fail to complete this form, you may be liable for fees –

and a 'failure' on a programme will look worse to potential Programme Leaders or employers than a 'withdrawal'.

Please note that it is not always possible to transfer to another Northumbria University programme, or University, mid-term – so it may be that you need to take the rest of the year off (interrupt your studies) and start again the following September. If you withdraw after successfully completing a stage of the programme, you may be eligible for a lower award as specified in ARNA or you may receive credits for any modules passed which may be accepted by another University.

Please note, that there may be financial implications due to changing or withdrawing from your programme and you should discuss this with your Programme Leader and/or Student Support and Wellbeing.

3.2.6 Handbook of Student Regulations

This covers issues such as ethics, disciplinary rules, complaints procedure, credit control and grounds and procedures for student appeals. A copy of this is available online at:

http://northumbria.ac.uk/sd/central/uso/stud_reg_handbook/

3.2.7 Academic prizes

The School awards a number of prizes each year to final year students for excellent performance in the year. Some prizes are sponsored by industry and some are sponsored by the School. Decisions on prizes awarded are made at the Award Boards.

4 Learning, Teaching and Assessment

4.1 Learning and Teaching

Programme subject content is delivered via modules. The module descriptors and module guide describe the content of the module and its teaching, learning and assessment approaches, together with the notional student workload divided between lectures, practical classes, seminars, workshops, tutorials, directed and independent learning and assessment.

Module guides are provided at the start of the module either electronically or in hard copy. The module guides will include the aims and learning outcomes of the module being studied. Module Tutors are responsible for co-ordinating the module.

Lectures are supported where appropriate by seminars, laboratory classes and workshops that allow a range of teaching and learning approaches to be used. Seminars are used to develop understanding and application of the knowledge delivered in lectures. As such you may expect to undertake a range of activities within seminar sessions. Such activities may include case study analysis, group discussions, individual or group presentations, problem-solving and exercises related to the subject.

Workshops and laboratory classes are used, where appropriate, to develop understanding and application of information in relation to the module being studied. As with seminars, they involve smaller group sizes and use a range of activities to develop the required skills.

Tutorials are used to give group and one-to-one support for assignments and personal development planning.

A number of modules provide students with electronic resources made available via internal networks or the internet. Email contact between staff and students is common.

Independent and directed learning is incorporated within each module. This increases as students progress and usually culminates in a final year project or dissertation.

The School of Computing, Engineering and Information Sciences is committed to helping all our students reach their full potential. The quality of experience that we provide for all our students is of paramount importance to the School. We therefore ask you to adopt some simple points of good practise and courtesy, outlined in Appendix C, in all your taught classes.

4.2 Assessment and Feedback

A range of assessment methods, linked to the module learning outcomes, are used to support, inform and motivate your practical and intellectual development. This includes, where appropriate, the development of personal and interpersonal skills. Examples of assessment methods include work-based assignments for part-time students, group assignments and presentations, the use of logbooks and traditional examinations.

Criteria are provided to enable you to understand what is expected of you and how you will be judged on your performance. Informal feedback on progress takes place, particularly in seminars and workshops and through non-assessed tests, essays and assignment preparation discussions.

Assessments are moderated at both the setting and marking stage. This takes place internally at level 4 and below, and internally and externally at higher levels. Feedback is obtained from staff, students and external examiners and is used in both the programme and module reviews. The purpose of assessment is to reinforce learning and to enable you, and your tutors, to demonstrate, measure and judge your achievement against the stated learning outcomes of each module and to assess your level of achievement against the standards required for the degree.

Assessment is used to:

- Facilitate and reinforce learning
- Measure and judge your performance over a part of the programme using published criteria and against the relevant module learning outcomes
- Provide feedback about your performance, helping you to identify strengths and weaknesses
- Recognise and credit achievement at the point where it occurs
- Determine your suitability to progress to the next level of the programme
- Determine the award of an appropriate qualification

4.2.1 Assessment methods

Tutors adopt a variety of assessment strategies designed to provide you with feedback in respect of your success in meeting the requirements of your programme and specific module aims and outcomes. You will have two main forms of assessment:

- **Examination/time constrained assessment:** These assessments may include open or closed book examinations, time constrained open book activity, case study based assessment or practical tests.

- **Individual or group assignment/coursework:**
These are assessments within a module and may include, for example, individual or group presentations, seminar papers, written reports, essays, portfolios, lab and fieldwork reports.

4.2.2 Assessment specification and criteria

For each module, you will be required to complete at least one assessment (per 10 credit module) and, in some cases, you complete two or more (for a 20 credit module). The exact requirements will be given to you at the start of each module and will be outlined in the module guide, supported by a more detailed Assessment Brief. Where generic marking criteria are used across assignments on your programme, these will be provided in your Programme Handbook.

4.2.3 Handing in your assignments

The hand-in date for each of your assignments is decided by each module tutor in conjunction with the programme team to ensure you have a balanced schedule of assessed work. This date will be given to you well in advance at the time the assignment is distributed.

When you complete an assessed assignment, you will normally hand in the work to the School Office in Pandon Building from 8.30 – 4.30pm (Monday – Thursday) and complete a CEIS work submission form. Where practical, marking is now anonymous so it is essential to provide your correct student ID number. It is important to keep receipts for hand-ins in case any queries arise. This sheet is completed by yourself, date stamped and a portion is returned to you as your receipt for the work. It is important that you enter the correct module code, module title and tutor to ensure your work is passed to the correct module tutor. These details can be found in a folder located at the School Office.

Alternatively, you can submit assignments outside normal hours using a dropbox located on the wall outside the School Office. Part-time and distance learning students should check on exact hand in procedures for their modules as these may include postal or electronic submission. Students are responsible for securing their work and not submitting loose sheets of paper.

You must also keep a separate version of your assignment for your own records in case a second copy is required. It is also essential to retain receipts for submitted work

4.2.4 Late Submission

Sometimes due to circumstances beyond your control it may become impossible for you to submit a piece of work on time. If this is the case you must get a Late Submission Form approved by a member of the Learning, Teaching and Student Experience team in the School Office in Pandon Building. You must do this in advance of the hand-in date. Late submissions will normally only be granted if backed up by appropriate third party written evidence (such as a

medical note). Please note: Pre-booked holidays are not ground for late submission. Further information on this process is provided in Appendix E.

Any work submitted after the deadline and without prior late approval will receive a mark of zero and will be regarded as incomplete. Modules that are incomplete have to be re-sat.

4.2.5 Feedback on assignments

After marking, the tutor/marker will give you some feedback on your assignment. This may take the form of a feedback sheet, verbal feedback or email and the process may differ between modules. No matter what your mark is, always read the tutor's comments carefully while the assignment is still fresh in your mind, as these comments will provide constructive feedback on your work and progress to date and guidance on how to improve your grade.

4.2.6 Feedback on examinations

Feedback on examinations may be provided in a number of ways. Generic feedback may be given to the class or you may receive an individual feedback form which provides brief comments on how you have done. Examination scripts will normally be returned to you and may be annotated by the tutor. If you want additional feedback you will normally have to approach your module tutor who will go through your examination paper with you.

4.3 Personal Extenuating Circumstances (PECs)

Personal Extenuating Circumstances are defined as circumstances beyond a student's control that have significantly affected performance in any assessment. PEC forms are available from the School Office in Pandon Building, online and via the eLearning Portal. These forms contain full guidance notes that you need to read thoroughly, however please note the following: PECs should be of a medical or personal nature affecting you for any significant period of time and/or during the assessment period. For long-term issues you are advised to consult your Programme Leader at the earliest opportunity. Claims will normally only be accepted if they relate to a serious illness or serious personal trauma. Please refer to the PEC form and guidelines on the Northumbria website:

<http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/assess/assproc/assdocstud> and refer to ARNA section 10.

It is your responsibility to alert the Progression and Awards Board (PAB) to any personal extenuating circumstances you wish to have considered. Although you may have discussed your difficulties with a member of staff, this does not in itself constitute the submission of extenuating circumstances. Claims for PECs must be made in writing and be accompanied by medical or other corroborative evidence. Forms which are not

accompanied by medical or other corroborative evidence will not be considered.

Claims should be made by published deadlines each semester and in the semester in which the circumstances occurred and not retrospectively after receiving your results.

Deadlines will be published on the e-LP, and are available from the School Office as well as on the e-Noticeboard in Pandon Building.

The evidence submitted should be dated and the date of the evidence must coincide with the dates of the assessments of the modules being claimed for.

Additional information is available from the Students' Union in the form of 'Brief Guides for Student - Personal Extenuating Circumstance' available from the School Office and via the Students' Union Advice and Representation Centre www.mysu.co.uk/arc

Should claims be submitted after published deadlines they will need to include information about why they are late. If students wish to submit claims after marks have been released you will need to do so under the appeal process (section 7, Handbook of Student Regulations). This is an informal process in the first instance.

The form, evidence and a statement from your tutor are considered by a Sub-committee of the PAB that assesses all PEC claims. Where claims are assessed as valid this decision (but not details of the claim) will be forwarded to the Progression and Awards Board.

You will be notified of the outcome of your claim by letter.

All information is treated as confidential and is made available only to the guidance (or named) tutor, administrative staff processing the claims, and the members of the PEC Sub-committee. You may, if you wish, submit a confidential statement direct to the chair of the PEC Sub-committee.

The PEC process is distinct from the process for approval of late submission of work. In many cases the School Office may grant extensions to cover cases where you are unable to submit work by a given deadline due to short illness etc. **Where you have been given an extension and completed the work you should not then submit a PEC claim unless you feel that the circumstances affected the quality of the work produced.**

The PEC process is distinct from the process for registering as a special needs student. Where you have been granted extra time for your examinations or have a flexible deadline due to special needs you should not then submit a PEC claim unless you feel that the circumstances affected the quality of the work produced.

4.4 Academic Misconduct

The University and School take academic misconduct very seriously. Please make sure you know what we mean by this by looking at Appendix 1 in the ARNA Regulations <http://northumbria.ac.uk/sd/central/ar/azdoc> and Programme Handbooks

There is also guidance available from the Students' Union and further guidance is available from Academic Registry at the following URL:

<http://www.northumbria.ac.uk/static/worddocuments/ardocs/amstudentguide.doc>

4.5 Referrals/Re-sits and Deferrals

If you are required to undertake a referral in a module, this will normally require an agreed assessment (coursework/exam) to be taken/submitted during the referral examination period scheduled for mid to late August. You must bear this in mind when making holiday plans. In some cases you could undertake a deferral; this is where a PEC claim has been submitted and the Examination Board decides that you should be given a first attempt at the assessment.

You have responsibility to ensure that you complete the necessary referrals/deferrals if you have failed modules on the programme. If you have been referred in a module due to an incomplete component or academic misconduct you must attempt the referral or the module will be failed, even if the pass mark was achieved at the first attempt. If you are aware you have referrals or deferrals to undertake but do not receive the relevant work, please contact the School Office as soon as possible.

It is also imperative that you keep the School Office up-to-date with regard to contact details. If you have a referral or deferral we must have your correct address in order to send out any referral/deferral work.

4.6 Attendance

For campus-based students, it is expected that you attend ALL timetabled sessions in order to keep up with the programme. Good attendance is linked to success in assignments and exams. If you are ill or are experiencing any other difficulties that prevent you from attending class for more than a few days, you should inform the Module Tutor or Programme Leader and the School Office immediately.

Regular non-attendance and non-submission of module assessments may result in you being withdrawn from the programme. We monitor your attendance on selected modules, with a structured procedure for following up non-attendance (see Appendix D). We do this as an early warning to us that you may be having difficulties attending all of your scheduled classes. Please respond to attempts made to contact you for non-attendance - we are here to help and

advise you if we can (not to reprimand you for poor attendance!)

For distance learning students, we expect you to interact fully with your learning materials and engage in any associated activities. Lack of engagement with your modules and regular non-submission of module assessments may result in you being withdrawn from the programme.

4.7 Blackboard

The eLearning Portal, often referred to as Blackboard, is a virtual learning environment available on the University's website. Having enrolled as a Northumbria student your Student ID will give you access to any of your modules that have a Blackboard site attached. You will find that most modules have such sites and they provide information on the module, links to other sites, announcements, discussion pages, quizzes, discussion rooms and other interactive services. You can also expect to find module plans, including assessment briefs and syllabus and module review information. When you first meet your module tutors they will be able to give you details of the site content.

Blackboard also contains a full guide to Student Support and Wellbeing and Study Skills.

To access Blackboard:

From the Northumbria home page www.northumbria.ac.uk

- Click on 'eLearning Portal (Blackboard)'
- Click on 'Login Here'
- Enter your username and password

4.8 Room Locations

For campus-based students, most of your teaching will take place in either Pandon or Ellison Buildings but you may be required to go to other parts of the University (see Appendix B). The building/room abbreviations will be explained when you receive your timetable. If you do not receive your timetable you are advised to consult the School Office.

5. Programme Management

5.1 Staffing and Management

You will meet a broad range of academic, administrative and support staff throughout your studies. The majority of staff will be drawn from various subject groups within the School, however, if appropriate, we also draw upon subjects specialists outside the School and external consultants/advisors.

Staff and others from the wider University (such as the University Library and Student Support and Wellbeing) are here to help you get the most out of your programme. Your Programme Handbook introduces you to the roles of programme staff and their responsibilities, the Administration Team based in the School Office in Pandon Building and any other specific contacts for your programme.

5.1.1 External examiners

In addition to various staff, the University employs external examiners in order to provide independent verification of the standards of the degrees that we award and to ensure that our assessment processes are fair. At least one external examiner will be appointed for your programme and will look at a sample of the work produced for assignments and examinations on your modules.

Sometimes work will be sent to external examiners while on other occasions they will visit the University to look at work. Some external examiners may want to meet with you and other students in order to get a better feel for the programme and the assessment processes used.

The sample of work to be seen by the external examiner is normally selected by the module tutor and will be representative of the range of work produced for that module. The number of pieces of work included in the sample depends upon the number of students on the module. You still receive feedback on your work and a copy of your work, even if your work is retained for a sample.

5.2 Communication

5.2.1 Appointments

We have an open door policy, however as academic staff teach on many modules/programmes it is advisable to make an appointment if you wish to see them. Occasionally you may be able to have an immediate appointment but don't be disappointed if asked to return at a mutually convenient time. Please contact staff to cancel if you are unable to make the arranged appointment.

The School Office located on the ground floor in Pandon Building is a good starting point for any query. Staff there will usually be able to respond to any enquiry and if not, will be able to advise you where to go next.

Your Programme Leader normally allocates time during the week when he/she will be available; but please feel free to see them at any time if the situation is urgent.

5.2.2 Noticeboard and eLearning Portal

The main point of contact for staff with students is your programme noticeboard or via eLearning Portal announcements and email (messages will only be sent to your University email address). This could be assessment information or personal messages. We also use a texting facility to inform you of urgent information such as timetable changes.

YOU MUST CHECK THE FOLLOWING REGULARLY; EMAIL, E-LEARNING PORTAL ANNOUNCEMENTS AND YOUR PROGRAMME NOTICE BOARD.

It is particularly important to check notices at the start of the semester when timetable changes are more likely and towards the assessment period when important information will be displayed. Details of where your programme noticeboards are located can be found in your programme handbook and there is an e-notice board outside the School Office that is used to display important information.

5.2.3 Email and telephone

Please ensure that we have up-to-date contact details for you (ideally your mobile phone number). If your details change during your time at Northumbria, please inform the School Office in Pandon Building. We will contact you throughout the academic year with information and also your exam results. We may need to contact you at short notice (such as to inform you of a room change or a cancelled lecture) and while the telephone usually gives immediate access, email is used extensively throughout the University and is a very effective method of two-way communication between students and staff. You will also have been asked during enrolment to provide a next of kin contact number in case of emergencies. Please ensure you inform the School Office of any changes to these details.

You should automatically be allocated an email address by the University once you have enrolled. Do remember that the Northumbria email address will be the one that is used to make contact with you so do make sure that you check it regularly, particularly if you use a personal email account. Please also ensure that you delete unwanted emails from both your 'inbox' and your 'deleted items' box to prevent your email box from becoming full as this will prevent both the receipt and sending of any further emails.

Email etiquette when communicating with University staff

The University email service plays a vital role in supporting communications at Northumbria. Whether you are a new or experienced user of University email, it is important to be aware of the good practise and conventions that should underpin your use of this service. Emails are used by students for communicating about both social and academic issues; it is therefore easy to forget to adjust your writing style when you switch from addressing your friends to addressing academic/other University staff. However, your relationship with University staff is essentially a professional one and it is important that the written style of your email correspondence reflects this.

In light of the above, please adopt these simple points of good practise or 'netiquette' in your use of Northumbria University's email service;

- Remember that the laws of the land relating to written communication apply equally to email, including laws on defamation, copyright, obscenity, and fraud.
- Be polite; before sending a message reread it to ensure there is nothing there that could be perceived as discourteous. If you TYPE IN CAPITALS for example, this would usually be perceived as shouting.
- Make a good impression; your email may be seen by persons who don't know you or the University, so ensure that what you write and how you write it gives a good impression.
- 'Textspeak' (e.g. how r u?) is not appropriate when corresponding with University staff.
- Pay attention to grammar and spelling. Use the spell check if necessary.
- Be careful about how you express yourself. Use humour and sarcasm with care; you are much more likely to be misunderstood in an email than in person, as you are unable to use body language/vocal inflection to convey your meaning.
- Remember that people other than the addressee may see your message, so think carefully before sending any sensitive or confidential information by email.
- Check your University email regularly and reply promptly as your correspondents will assume that messages are reaching you. Your University email address will be used as a first point of contact by both academic and non-academic staff within the University.

Following the guidelines above will help to ensure that your email correspondence with University staff is appropriate in style and tone and should also ensure that your meaning is communicated clearly, with minimal potential for misinterpretation.

5.2.4 Use of website discussion forums and online social networking sites

Modern communications technology offers individuals, wherever they are worldwide, the opportunity to exchange information and opinions, to get to know one another and to form communities. This is clearly a positive development, encouraging debate and better understanding between people. Well-known examples of this medium are provided via websites such as Facebook and Twitter.

Students at Northumbria are encouraged to exchange information and to provide feedback on their experience here at the University, and there are a number of ways to do this. These include the Virtual Learning Platform Blackboard, course representatives, personal tutors, other student forums as well as through engagement in the National Student Survey.

Used properly, social networking sites such as Facebook are a great way to find old friends, join interest groups and share information. However, **all students** who are studying at Northumbria University in the School of Computing, Engineering and Information Sciences should remember that anything posted on a social networking site is in the **public domain**.

It is important for all individuals to be mindful of the effect that statements posted on any medium accessible by others, may have. Such statements could be in print or on the web, referring to the University, its students and/or staff. It may also be in the case of a placement experience, referring to any member of placement staff, or service user.

Any statement posted onto a public forum **must** comply with both the University's rules and regulations (section 3 of the University's Handbook of Student Regulations and any other policies and procedures notified to you) and with civil or criminal law. Defamatory or damaging statements made about individuals or organisations may be subject to potential proceedings under the civil or criminal law and the University's own regulations.

The University's advice to all its learning community is therefore to exercise sensible restraint when engaging in discussion or other types of exchange using these media.

What may be considered to be letting off steam about a situation within a learning environment, a placement setting, or at work can potentially be read by someone who may take offence at the content of a posting. You should be aware that complaints from **any person**, either within or outside the University community, citing incidences of misconduct in this context, will have to be investigated through the available disciplinary procedures. In addition, such misconduct may be subject to action according to civil or criminal law.

The World Wide Web is a wonderful resource for accessing information, for making friends, for engaging in debate and for entertainment. **Like any other medium, it is important to use it sensibly and with respect to others.**

5.2.5 Student feedback

As part of the University's Quality Assurance policy, the views and opinions of students are an important and valued part of continuous improvement within programmes. Formally, we ask for feedback via Programme Committees, by using questionnaires and through Staff Student Liaison Committees and School Reps.

Your Programme Committee/Staff Student Liaison Committee meets every semester. It consists of your programme management team, plus student representatives selected by the student group. The Committee considers all aspects of your programme and discusses actions for improvement where appropriate. It also provides you with an opportunity to tell us about your learning experience; including both positive and negative aspects, suggested solutions and/or improvements that you may like to make. Individual tutors and module tutors will be invited to attend the meetings where appropriate. The student representatives will be notified of the dates of the Programme Committee and will be encouraged to seek your views so that they can fully represent you.

You can expect to receive two types of feedback questionnaire:

- Module Feedback Questionnaires – these ask your opinions related to each module of study. Your responses will help inform module tutors on any changes to make to the modules, as part of the yearly review process.
- Programme Questionnaires – this asks your views on general issues related to the programme as a whole. Your programme is reviewed on a yearly basis and again the information you supply will provide a formal input to this.

However, perhaps the most important form of feedback is informal – through discussions with tutors, administration staff and/or your Programme Leader. We welcome constructive feedback at any time about any aspect of your programme. If you have any issues regarding your programme, we hope that these can be addressed informally wherever possible. If the issue is related to a particular subject/module then, in the first instance, you should raise this with the tutor or module tutor concerned. For general issues related to your programme or its management, you should discuss the matter with your Programme Leader.

From time to time you may be asked to provide feedback about your programme and experiences as a student in Computing, Engineering and Information Sciences to people

external to the School as part of the quality management process at the University, e.g. for Periodic Reviews or for Institutional Audits. If your input to these processes is sought, you will be provided with further information explaining what is required and how your feedback will be used.

5.2.6 Programme representative and school representative

Northumbria University Students' Union (SU) as well as the School of Computing, Engineering and Information Sciences are particularly keen for students to put themselves forward to be programme representatives. This is an important role and helps develop students' skills of representation as well as having a real impact on decisions affecting students. The SU provides training and guidance for programme representatives through the Advice and Representation Centre. A programme representative has provided the following introduction for inclusion in the Programme Representative Handbook:

"Being a programme rep means I get to convey positive and negative opinions of the course, making it a better programme. This is not just for my year but the feedback I provide makes it better for following years. I would definitely recommend anyone to try it out – it also looks great on your CV!"

The role of school representative was introduced in September 2006 by the Students' Union. Three undergraduate and one postgraduate post per year are advised in this school, and selections made through an interview process conducted by the Students' Union. The post is a paid one (an honorarium of £300 over the year will be paid in three termly instalments). School representatives are responsible to the SU Representation and Democracy Coordinator. The role of the school representative is to assist the smooth running of the programme representative system in the School and act as a channel of communication between programme representatives, the Students' Union and the University (a job description is available on the SU website). One of our school representatives, David Caldwell received the NUS Award for Course Representative of the Year.

The University also has international representatives; there are five representatives of international students on the Student Council, elected by region:

- China, Taiwan, Hong Kong and Macao
- East Asia
- South Asia
- Europe
- Rest of World

They're elected at the Students' Union International Student Caucus Group, which is an open forum at which any student from that background may attend, speak, vote and stand for election to one of the positions. Normally representatives for Council are elected once a year at the Group's AGM.

Further details on the role and responsibility of a programme representative and a school representative can be found at the Students' Union website.

www.mynsu.co.uk

6 Academic Services

6.1 Student Support and Wellbeing Service

All of the University student support services are outlined in the University Handbook that you will have received at enrolment.

These services include:

- Accommodation
- Chaplaincy and Faith Advice
- Ask International
- Security
- Careers and Employment
- Team Northumbria
- Counselling
- Welfare and International
- Disabilities
- Study Skills

For further details see the Student Support and Wellbeing homepage

http://northumbria.ac.uk/sd/central/stud_serv

and don't forget the A-Z Student Survival Guide at

<http://northumbria.ac.uk/studentaz/survival>

6.2 Northumbria Students' Union

The Students' Union (www.mynsu.co.uk) is run by students for students. The building has three bars, food outlets and attracts some of the most popular bands in the world. It is an independent body to the University and fulfils many representation roles such as appeals and complaints against the University.

The Students' Union is however much more than just a 'Bar'. There is a plethora of activities and things to do in the SU building, so don't hesitate to drop in and check out what's going on every week (e.g. 'Give it a Go' Days). Northumbria Students' Union is one of the largest and most exciting Unions in the country. The Students' Union also runs courses for students and a range of skills courses by students for students are available.

Email su.skillsprogramme@northumbria.ac.uk or

Telephone 0191 227 3737 for details.

Or you could contact the Education Caseworker for the Students' Union by telephone on 0191 243 4810.

6.3 Library and Academic Services

To guarantee success in your learning at Northumbria University you will want to make full use of the specially tailored online and print resources of the University Library. During semesters, both City Campus and Coach Lane libraries open at least until midnight during the week and at weekends. During vacations the libraries are open, but with less extensive hours. Full details of the opening hours can be found via the eLibrary tab.

6.3.1 University Smartcard

Once you are enrolled as a Northumbria student your Smartcard is an essential part of studying at Northumbria. It is used as your Students' Union card and also gives access to many other University buildings and facilities including the Library and Sports Centre. It is usually requested at the School Office when dealing with queries and is used for monitoring attendance in timetabled sessions so you should keep it with you at all times.

6.3.2 Library induction and Skills Plus

You can easily become confident in using the library effectively and library staff are available to help you at every step. At induction, you will be given an introduction to the library and its services and to Skills Plus, the essential student guide to using the large range of library materials. The library should be your starting point for everything from study skills to good academic practice and avoiding plagiarism, as well as access to information in all forms from books, manuscripts and journal articles to webpages, emails, images, electronic books and computer programmes. They provide wide ranging support too. You should make the use of specialised library services and materials an everyday part of your study.

On your first visit to the library make sure you collect a welcome leaflet and look out for guides to the library, which explain the many services on offer. Call at the Library Enquiry Desks or email the 24-hour help service (need@northumbria.ac.uk) to find out more or make an appointment to see an Information Specialist who can talk to you about the subject you are studying.

6.3.3 City Campus Library and resources

City Campus Library is the very visible nine-storey building in the centre of the University quadrangle. This library has been recently refurbished and is now nationally recognised as providing an exciting and modern mix of learning spaces to suit all learning styles and needs. You can work alone, in groups or take a break in the Learning Café. The City

Campus Library and Coach Lane Campus Library contain around half a million books and 2,000 print journals. If you explore the e-Library you will have access to another 22,000 electronic journals and a range of specialist research databases. The library collections can be accessed through the online catalogues (OPACs) in the library or on the web.

Part-time and distance learning support

If you are enrolled on a part-time or distance learning course you can register with the Library by post or email. There is also a dedicated library service for distance learners, which helps you to access material no matter where you are studying. Click on the e-library tab at the top of any University webpage and follow the links to Library Services.

NORA — your library search engine

Finding your way through the extensive online collection is best tackled using NORA — this is Northumbria's own way to search for materials which are tailor-made to meet your course needs. NORA will connect you to the articles found in your search if we have a subscription or other means of access. NORA also lists all of our electronic journals and provides links to those journals. The quickest way to explore the library online is via the e-Library tab. The library and Learning Services website can also be found at:

<http://northumbria.ac.uk/sd/central/library>

Please remember that you will need your University computer username and password to log into NORA as this service has been specially developed for, and is targeted at, students on Northumbria programmes. If you have never used research materials before you should refer to Library guides, drop in sessions or just ask at the enquiry desks.

Using IT

You will find plenty of choice in how you can access IT at Northumbria. Pandon Building has a 24 hour open access area in the basement. The libraries at City Campus and at Coach Lane Campus offer access to IT alongside the books and journals, modern IT suites, research spaces, loan facilities for wireless laptops and well equipped learning cafes where you can surf the web and work alone or in groups, in a lively or in a quiet learning environment as you choose. The Students' Union offers an internet café, Lipman Building café also has IT provision and IT Labs or study hubs in Schools provide further choices.

Full details about Open Access IT Facilities and IT Help and Training, including Getting Started Help Guides, are available via the e-Library tab. Just follow the links on the left to Help and Support.

6.3.4 Using other libraries

Northumbria students can use other libraries such as Newcastle City Library and the Robinson Library at Newcastle University. For distance learning students based

outside the Newcastle area, this can be particularly helpful allowing you to access library facilities closer to your own home. For more information ask for the 'Access to Information for Students: Newcastle and Gateshead' when you register or look at the 'Using other Libraries' information under the 'Libraries and Services' link from the e-Library tab.

For more information about resources and services provided by the University Library visit the website at **<http://northumbria.ac.uk/sd/central/library>** or click on the e-Library tab from any University web page.

And finally, have a great time and enjoy your student experience.

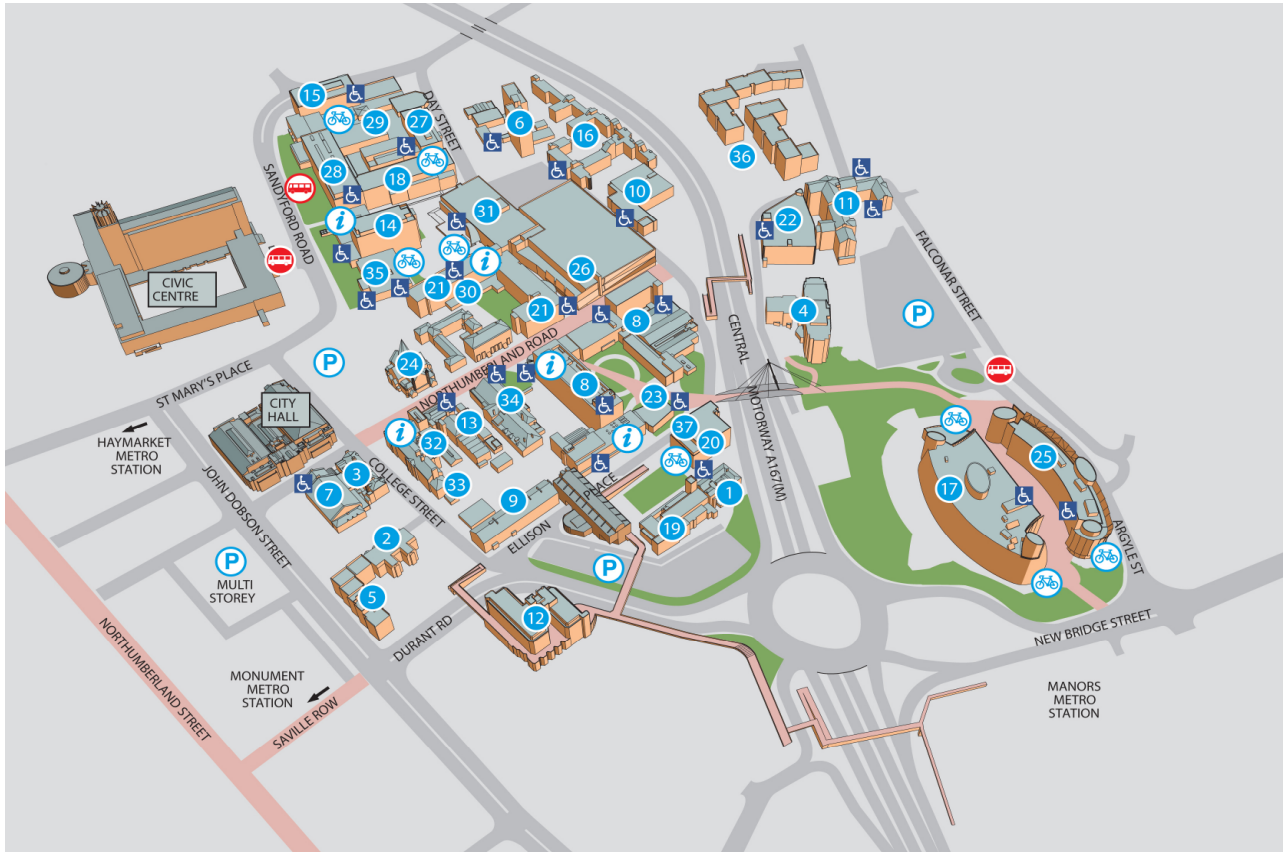
Appendix A:

Glossary of Common Terms and Phrases








ARNA	Assessment Regulations for Northumbria Awards. These are the assessment procedures and regulations that will govern your study.
Blackboard/ eLearning Portal	Electronic learning system, known by both names. All modules are supported by Blackboard (Bb) and this forms an integral part of your module study.
Deferral	If you miss a component of assessment as a result of Personal Extenuating Circumstances, you may be offered the opportunity to have a first attempt at the assessment for the module.
EB; Ellison Building PB; Pandon Building	These are the two main buildings for the School of Computing, Engineering and Information Sciences. Some of your teaching may take place here. Ellison Building room numbers are prefaced by the building abbreviation, EB, then the Block, with the first number denoting the floor – e.g. EBA104 is on the first floor of A block in Ellison Building. The School Office is based in Pandon Building
Jan Start	The academic year for most degree courses runs from September to August ('Sept start'). However, some degrees, normally postgraduate, run from January to December and are known as 'Jan start'.
MEB	Module Examination Board where results for individual modules are considered.
Module	An individual unit of study with its own module code, curriculum, learning outcomes, teaching and learning methods and assessment. Each module counts as a number of credits (10, 20, etc.) towards the total number of credits required for the final award. Each module has its own code consisting of letters and numbers e.g. GE0177
NU	Northumbria University
PAB (Progression and Awards Board)	The Progression and Awards Board (PAB) considers student results profiles and determines classification of awards and progressions to the next year.
PEC (Personal Extenuating Circumstances)	Students who are unable to undertake assessments or who feel their performance has been affected by illness or other personal circumstances can submit a Personal Extenuating Circumstance claim (however, evidence must be provided in all cases to demonstrate how you have been affected).
TEC (Technical Extenuating Circumstance)	For example, if the computer/s break down when undertaking an examination; or if a fire alarm goes off during an exam, then a Technical Extenuating Circumstances (TEC) can be submitted. Generally TECs are used when a group of students are affected.
Referral	If you fail a module you will be given an opportunity (as long as your performance in other areas of your programme is good enough) to undertake further assessment in order to make good that module.
Programme	Programme is the title used to describe the degree you are studying. Each programme has a code number e.g. ACH1. You may need to refer to this on various official University documents.




Appendix B:

Map of the City Campus



Key

-  Reception Information Centre
-  Parking
-  Cycle Parking
-  Bus Stop (Free Bus)
-  Public Bus
-  Pedestrianised
-  Wheelchair Access

- | | | |
|---|--|---|
| 1. 21 & 22 Ellison Place | 15. Lipman Building | 26. Sport Central |
| 2. Campus Services | 16. Lovaine Halls and Flats | 27. Squires Annexe |
| 3. Burt Hall | 17. The Newcastle Business School and School of Law Building  | 28. Squires Building |
| 4. Camden Court | 18. Newcastle College | 29. Squires Workshops |
| 5. Clapham House | 19. Newcastle Unitarian Church (Durant and Turner Halls) | 30. Student Support and Wellbeing Centre |
| 6. Claude Gibb Hall | 20. Nixon Hall | 31. Students' Union |
| 7. Drill Hall | 21. Northumberland Building | 32. Sutherland Building  |
| 8. Ellison Building  | 22. Pandon Building | 33. Sutherland House (Security) |
| 9. Ellison Terrace | 23. Rutherford Hall | 34. Trinity Building |
| 10. Former Sports Facility | 24. St James' Church | 35. University Gallery and Baring Wing |
| 11. Glenamara House | 25. The School of Design Building | 36. Victoria Hall |
| 12. Hadrian House | | 37. Wynne-Jones Centre |
| 13. Health Centre | | |
| 14. Library | | |

Appendix C:

Guidelines for Acceptable Conduct in Taught Classes, Study Spaces, Libraries and Other Learning Environments

The University is committed to creating an environment conducive to learning that will benefit all students. Feedback received from students has suggested the following points for good practise and courtesy to fellow learners and all members of University staff.

BE QUIET IN LECTURES AND PLACES SET ASIDE FOR QUIET STUDY

- Chatting disturbs the speakers (staff or student) and disturbs the concentration of others.
- Noise levels, especially in larger lecture theatres, quickly accumulate to unacceptable levels.
- Respect the library zones which are designed to offer students a choice of quiet group study or silent individual study.

SWITCH OFF MOBILE PHONES

- Making or receiving calls or using the camera facility on your mobile is always unacceptable.
- Texting in class annoys other learners and your tutor.
- Respect library zones which are designed to permit the use of mobile phones without disturbing others.

KEEP TO TIME

- Coming into lectures and seminars late often disrupts the whole class, so if you are late please enter the room with the minimum of disruption.
- If you are more than 10 minutes late, you may be prevented from joining the class and your attendance may not be recorded.
- The same rule applies if you need to leave early, do so with the minimum of disruption and as a courtesy let your tutor know in advance.

COME PREPARED AND READY TO WORK

- This is particularly important in the case of seminars and group work where other learners depend upon your input.

DISPOSE OF YOUR LITTER PROPERLY

- For benefit of all users, please ensure that you leave all learning spaces tidy and litter free.
- Respect the need to keep library study areas fit for use and do not bring hot food into libraries.

USE OF ELECTRONIC DEVICES IN TAUGHT SESSIONS

- Always seek permission in advance to use electronic devices in taught sessions.

PLEASE NOTE

If staff consider your behaviour to be unacceptable you may be asked to provide relevant student identification and also to leave.

If you have concerns about the application of these guidelines, please talk to your tutor, your course representative or the Students' Union Advice and Representation Centre.

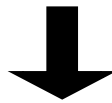
Appendix D:

School of Computing, Engineering and Information Sciences Attendance Monitoring Procedure

Attendance is monitored on modules across all programmes.

Stage One

If a pattern of absence is identified, the School Office will attempt to make informal contact with you via telephone, or email to your University account requesting you contact us.



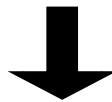
Stage Two

If you have not responded by contacting the School Office within 10 working days an additional letter will be sent to your University account and also by post to your contact address from your Year Tutor, requesting that you contact us.



Stage Three

If you have still not responded within 10 working days to your Year Tutor, a final letter will be sent to you, via post and email to your University account from your Programme Director. This letter will state that we are now starting the withdrawal process. At this stage the School will instigate proceedings to withdraw you from the programme in accordance with section 8 of the Handbook of Student Regulations



Withdrawal from your programme of study

If we have not heard from you within this time you will be withdrawn from your programme of study and the following should be noted:

Home/EU Students:

The Student Loan Company and your Local Education Authority will be informed, and you may be required to pay back the student loan. In addition, you will be liable for payment of fees.

International Students:

If you are an international student holding a student visa, you should be aware that this may have serious implications for your immigration status in the UK. The University will advise the Border and Immigration Agency (Home Office) of your status, which may result in action being taken against you.

Appendix E:

Late Submission Process

If you are unable to meet the set deadline for your assessment you may apply for an extension via our Late Submissions Process. Please note that a late submission will only be granted when the criteria below are met and supporting evidence is received.

- You identify that you will be unable to meet the set deadline for your assessment and that a short-term extension would allow you to complete the piece of work.
- An extension request form can be obtained from the School Office or the e-Learning Portal (Blackboard), which is completed and submitted with the appropriate evidence to support your claim.
- The form is reviewed and matched to the instances noted below and an appropriate extension is either granted or you are referred to your Year Tutor for further guidance. Please note: Your Module Leader, Year Tutor and Programme Leader will be informed of your new submission date.
- Your assessment is completed and submitted on the new agreed date and time.

Notes:

Instances 1: One-week extension (2 weeks for project/dissertation)

- Short-term medical problem with supporting evidence.
- Compassionate grounds affecting only this submission with supporting appropriate evidence.
- Employment commitments (part-time students only) with supporting evidence.
- Disability or on-going special needs which carry a recommendation of flexible deadlines for assessed work (student must be listed on the Student Support and Wellbeing Disability register, which will be checked by Office Staff).

Instances 2: 24 hour extension (48 hour for project/dissertation)

- IT-related problems (not printers) which are the fault of the University with supporting evidence.

Instances 3: Longer term extensions would be referred to your Year Tutor for guidance (refer to Programme Leader/1st or 2nd marker for project/dissertation)

- Disability or on-going special needs which carry a recommendation of flexible deadlines for assessed work (student must be listed on the Student Support and Wellbeing Disability register, which will be checked by Office Staff).
- A long-term/major illness or personal issues which requires tutor guidance.

Notes: