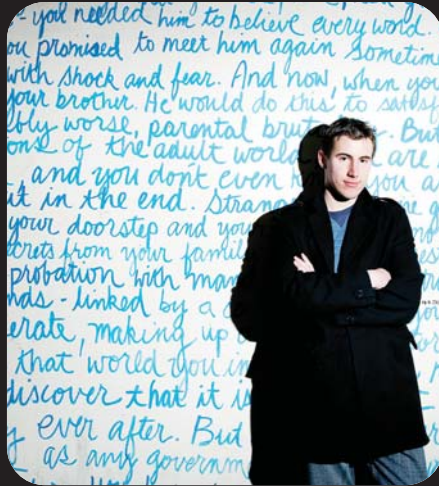


# School Guide 2010





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## Dean's welcome

### **Professor Lynn Dobbs**

Northumbria is one of the UK's top modern universities with a commitment to be one of the world's leading learning and teaching universities, renowned for the excellence of the student experience, innovative research-based practice and high-quality research and enterprise.

The School of Arts and Social Sciences is renowned both nationally and internationally for the quality of its teaching and research. We offer students a creative and enterprising learning community in which to study a range of undergraduate and postgraduate degree programmes. Research informed teaching is pivotal to the School's aim to achieve academic excellence across all its disciplines including the arts, humanities, modern languages, media and social sciences.

Our programmes are recognised as 'excellent' in quality assessments and student experience and our links with outside agencies provide opportunities for research, workplace learning, staff exchanges, student internships and the sharing of best practice. We attract high calibre students from both home and abroad and our graduates are at the cutting-edge of their disciplines.

As one of our undergraduates, you will be joining over 3,500 students and over 200 academic, administrative and technical staff from all over the world who are at different stages in their personal and professional development. You will also benefit from the University's ongoing plans to create a state-of-the-art campus in the heart of Newcastle, with new buildings and the refurbishment of existing ones based at the City Centre Campus, including a brand new sports centre.

You can look forward to high-quality, stimulating teaching and learning experiences that are complemented by strong regional, national and international collaboration that enriches the student experience.

In deciding to join us, you have made a considerable commitment and investment in your future. We will give you a truly international learning experience, provide you with the highest quality of support and ultimately enhance opportunities for your future.



Welcome to the School of Arts and Social Sciences.

### ***Professor Lynn Dobbs***

Dean of the School of Arts and Social Sciences

## School environment

The School of Arts and Social Sciences was created in 2002 to bring together subject divisions with common interests in the arts and social sciences. It is a large School of about 3,500 students and with over 200 academic, administrative and technical staff. The School is especially vibrant because of the mix of subject specialisations, and interdisciplinary approaches to teaching and research are actively encouraged. The School's programmes are amongst the most popular in the University, and we also have a high reputation for our research, which currently generates one third of the University's block grant for research.

The School consists of five departments:

- Arts
- Humanities
- Media
- Modern Languages
- Social Sciences

Each department has its own Head and Programme Director and is supported by a team of administrators who are based in the Departmental Advice and Support Centre (DASC).

The School is located in a number of buildings because of the need for specialist facilities and equipment.

Given the diverse range of subject and programme provision within the School, you may come across various different types of accommodation throughout the School as listed below. Staff teaching you, in conjunction with technical support and other specialist staff, will provide you with further information about student access to these facilities and what is available to you for specific subject areas and programmes.

- Lecture theatres
- Seminar rooms
- Wood workshop
- Metal workshop
- Ceramics workshop
- Sculpture facilities
- Life rooms
- Dance studios
- Printmaking facilities
- Editing suites
- Cinema/screening room
- Music rooms
- Theatre
- Glenamara Research Centre
- IT facilities
- Language laboratories
- Technical Resources Centre
- Visual Resources Centre

## Student Advice and Support Centre (SASC)



The School of Arts and Social Sciences aims to deliver an outstanding student experience in a supportive environment which allows all of our students to reach their full potential.

The School's Student Advice and Support Centre (SASC) is a one-stop shop for all students requiring information and/or advice. Staff in the centre can answer any questions you have or refer you to an appropriate source of help.

We are open:

<b>Term time</b>	<b>Vacation time</b>
Monday–Thursday 8.45–18.15 hours	Monday–Thursday 8.45–17.00 hours
Friday 8.45–16.00 hours	Friday 8.45–16.00 hours

Staff in SASC:

- Provide generic advice and information on a range of topics including assessment, Handbook of Student Regulations, and University and School policies and procedures such as PECs, appeals, complaints, absence from taught sessions, and student representation
- Act as an interface with Student Services, making referrals as appropriate
- Provide information about the availability of academic staff for tutorials.

We're here to help with:

- Contacting academic staff
- Appeals
- Assessment Regulation queries
- Assignment submission and return
- Change of address
- Change of Circumstances form
- Confirmation of Studies
- Council Tax Exemption
- Criminal Records Bureau request
- eLearning Portal queries
- Examination/timetable queries
- Examination Board results
- General directions
- Guidance Tutors' availability
- Late Authorisation for Assessment Submission
- Letter requests (including bank and visa letters)
- Library access facilitation
- Option choice changes
- Personal Extenuating Circumstances
- Resit assessment advice
- Student Module Record Form (SMRF) issues
- Staff availability
- Student Loan Company problems
- Students Services – referral information
- Timetable queries
- Withdrawal and transfer from programme of study – guidance and advice

New for September 2010 is a wireless student hub, located just outside SASC. The hub will have six PCs with seating for 12, so that students can use their laptops to access the University network.

## Who's who

### Who to go to for help

You will meet a broad range of academic, administrative and support staff throughout your studies. The majority of staff will be drawn from the various departments within the School, however, we also draw from subject specialisms outside the School and external consultants/advisors. Arts and Social Sciences staff and others from the wider University (such as the Library) are here to help you get the most out of your programme. In this section, we introduce you to some of the key people who will support you at School and departmental level.

### Head of Department

The Head of Department is a senior member of academic staff with overall management responsibility for their own department, including all areas of the department's activities, staffing, resources, research and academic programmes.

### Programme Director

The Programme Director is a senior member of academic staff with responsibility for managing the quality and delivery of all undergraduate and postgraduate programmes within a department, including learning and teaching, learning resources and all aspects of student progression and achievement.

### Programme Leader

Each degree programme has a dedicated Programme Leader responsible for the day to day smooth running of

the programme. They are responsible for providing you with details about the structure of your degree, including the philosophy of learning and teaching, the support that is available to assist your learning and the University's assessment policies and procedures. The Programme Leader is committed to helping you get the most out of your studies and, where relevant, will liaise with your Guidance Tutor to make sure that they are aware of your needs and how you are progressing.

### Module Tutor

Individual Module Tutors are responsible for the management, teaching and assessment of specific modules of study within your programme.

### Guidance Tutor

You will be allocated a Guidance Tutor who will be able to provide advice and support in relation to your academic and personal and professional development. Your Guidance Tutor is the person you must contact first if there are any problems affecting your academic work at Northumbria.

You should see your Guidance Tutor at least once in every semester. Your Guidance Tutor will normally be able to provide you with a job reference or general testimonial when you leave the University but this is not automatic and you will have to provide them with information to write this.

## Communication

### Appointments

Academic staff teach on many modules/programmes and 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 you are asked to return at a mutually convenient time. Please contact staff to cancel if you are unable to make the arranged appointment.

Guidance Tutors will publicise their availability on their doors. This will normally be at least one hour per week. Appointments can be arranged outside these hours if necessary.

### Email and the eLearning Portal (eLP)

The main means of contact for staff with students are email and the eLearning Portal (eLP).

While the telephone usually gives immediate access, email is used extensively throughout the University and is a very effective method of communication between students and staff. You will be allocated an email address automatically by the University once you have enrolled. Do remember that your Northumbria email address will be the one that is used to make contact with you by both

academic and non-academic staff within the University, so make sure that you check it regularly, particularly if you also use a personal email account. Students are requested to manage their email account effectively by deleting read mail and emptying the deleted items folder on a regular basis.

Students are reminded that it is important that they keep their contact and home addresses up-to-date, to ensure they receive any correspondence from the School. Students are requested to amend their details via the eLearning Portal or by advising SASC.

### eLearning Portal (eLP)

The eLP is Northumbria's managed learning environment (MLE) for staff and students. Developed by Online Services, it is based upon the Blackboard learning platform and allows students, amongst other things, to access learning over the internet, communicate with one another and their tutors, and take online assessments. Incorporated within the portal are access to Library Services, Students' Union, Student Support Services and many other facilities. For most students the eLP provides their first and best port of call on the internet.

### What is MyNorthumbria?

MyNorthumbria is your personalised student homepage on the Northumbria University website at [www.northumbria.ac.uk/student](http://www.northumbria.ac.uk/student)

You can use MyNorthumbria to keep track of your University life, linking to everything you need all in one place including areas such as:

<b>MyInfo</b>	This shows your name, course and email address. It will show your current status i.e. Enrolled or Provisional If your details need to be updated click the My Records tab
<b>MyEnrolment</b>	Here you can enrol online, upload a photo for your Smartcard or pay tuition fees online
<b>MyLearning</b>	Link through to the eLearning Portal the University Blackboard facility
<b>MyPayments</b>	If you have made any online payments for accommodation or tuition fees you can check your balance here
<b>MyPrinting</b>	Check your print credit balance here and buy more print credits
<b>MyReps</b>	Find who your Course Reps are. You will find their email address so that you can contact them with any queries relating to your course
<b>MyLibrary</b>	You can check your Library account here

You can also customise your view to suit yourself by dragging topics from the Application Bin and add in your own most popular links.

### Email etiquette when communicating with University staff

The University email service plays a vital role in supporting communication at Northumbria. Whether you are a new or experienced user of University email, it is important to be aware of the good practice 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.

Therefore please adopt these simple points of good practice 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 in 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, using the spell check if necessary.

- Be very careful about how you express yourself, using 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.

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.

### Notice boards

Where possible we will send information via email or the eLP but in some cases we put relevant information on notice boards. You must check the notice boards regularly. These are located in SASC on the ground floor of Squires Building. It is particularly important to check the notices at the start of the semester when timetable changes are more likely and towards the assessment period when important information such as exam rooms will be displayed.

There are two designated 'student communication areas' in the School; the entrance to Lipman Building and the main entrance to Squires Building. Here, you will find notice boards in relation to School News and Events, the Library Service, Student Services, the Students' Union and Team Northumbria. There are also student notice boards in these areas, where students can post their own notices. Further information relating to these services and events can be found in the literature stands in the entrances to Lipman Building and SASC.

Please note:

- Students may only post notices on the designated 'student' notice boards. Any notices/posters found on display elsewhere around the School buildings will be taken down.
- All notices should be clear and easy to read (a minimum of size 14 font should be used for notices where possible).
- Student notice boards must be kept up-to-date. Please take down notices when they are no longer relevant.

Each Department also has a communications hub for staff and students, with notice boards displaying information such as departmental news and events, staff research, programme information, guidance tutor information and so on. Some Departments also have notice boards which students may use for their own purposes.

## Confidentiality and data protection

Everyone has the right to privacy and confidentiality. Confidentiality is a concept enshrined both in ethical and legislative frameworks within society and forms the basis of good practice.

When you enrol online you agree to the sharing of information in respect of academic performance. Details of how to restrict the public display of your data is found in section 14 of the Handbook of Student Regulations.

Please note that due to data protection legislation, we do not discuss your progress with any third party.

In terms of information which is not strictly to do with academic performance, confidentiality and the appropriate disclosure of sensitive personal data is sometimes very hard to manage. When dealing with difficult student issues, situations may arise when we need to discuss information with another person.

As a general principle, if you refuse or do not give consent, information about your personal circumstances cannot be shared. However, there may be exceptional circumstances where there is a need to act without your permission, where there is a legal requirement to disclose the information such as where there is immediate risk to yourself or others. In such circumstances it is theoretically possible that failure to disclose could be regarded as a breach of the general duty of care, for example if it resulted in harm or injury.

The Counselling Service has a statement on confidentiality, which you may wish to view at the link below:

**[www.northumbria.ac.uk/sd/central/stud\\_serv/counsellingsupport/isitsafe/confidentiality](http://www.northumbria.ac.uk/sd/central/stud_serv/counsellingsupport/isitsafe/confidentiality)**

### School protocol

	<b>What can students in the School of Arts and Social Sciences expect of staff?</b>	<b>What can staff in the School of Arts and Social Sciences expect of students?</b>
	<b>Staff are required . . .</b>	<b>Students are required . . .</b>
<b>Communication</b>	<ul style="list-style-type: none"> <li>■ To ensure students are notified, in accordance with School policy, of unavoidable staff absence from classes and tutorials.</li> <li>■ To acknowledge student emails within two working days and respond, where possible, within one working week during term time. (The Out of Office Assistant in Outlook gives dates of staff absence from the University and indicates alternative possible sources of advice.)</li> <li>■ To adopt a professional tone when sending emails.</li> <li>■ To publicise clearly designated office hours.</li> <li>■ To provide clear information on departmental and programme-based notice boards and via the eLP.</li> </ul>	<ul style="list-style-type: none"> <li>■ To notify academic and guidance tutors, at the earliest opportunity, of unavoidable absence from classes or tutorials.</li> <li>■ To check their email account regularly and, in normal circumstances, provide an initial email response to staff and administrators' email communications within two working days during term time. (Deleting old messages and emptying the 'Deleted Items' folder regularly ensures that important new emails can be received.)</li> <li>■ To adopt a professional tone when sending emails and communicate via email using Northumbria email accounts. The 'good practice guide' can be found at: <a href="http://www.northumbria.ac.uk/static/5007/itspdf/EmailGoodPracticeGuide.pdf">www.northumbria.ac.uk/static/5007/itspdf/EmailGoodPracticeGuide.pdf</a></li> <li>■ To respect the designated office hours of each tutor, except in the event of an emergency.</li> <li>■ To check, on a regular basis, all relevant noticeboards, including the eLP.</li> </ul>
<b>Organisation</b>	<ul style="list-style-type: none"> <li>■ To provide clear documentation on the structure, content, and assessment of student academic programmes, in particular in programme handbooks.</li> <li>■ To ensure that appropriate arrangements are made for student induction and that copies of handbooks, module guides and other relevant material are available to all students in electronic copy.</li> <li>■ To use the eLP as a means for publicising the latest module information.</li> <li>■ To provide students, in hard or electronic copy, with clear documentation in support of taught classes, where appropriate.</li> <li>■ To provide students with clear guidelines on the roles and responsibilities of staff in the Department, thereby enabling students to identify the member of staff most competent to deal with the issue in question.</li> </ul>	<ul style="list-style-type: none"> <li>■ To be aware of their programme structure and module diet in order to be able to anticipate timetable or examination issues.</li> <li>■ To obtain copies of all relevant documentation during induction week and be aware of how to access the information they need in electronic format.</li> <li>■ To use the eLP as a means of accessing the latest module information.</li> <li>■ To obtain from the class tutor at an agreed time any handouts/assignments missed due to unavoidable absence.</li> <li>■ To be sufficiently informed of staff roles and responsibilities as to be able to forward queries to the relevant member of staff (e.g. Module Tutor, Guidance Tutor, Level Tutor, Programme Leader, Programme Director, Head of Subject, administrators)</li> </ul>

<p><b>Management</b></p>	<ul style="list-style-type: none"> <li>■ To start and finish classes promptly and support students in their learning throughout the timetabled session.</li> <li>■ To ensure that all procedures pertaining to the extenuating circumstances experienced by students, whether personal or technical, are handled sympathetically and efficiently.</li> <li>■ To provide students promptly with clear information on submission arrangements for assignments.</li> <li>■ To organise student year/programme meetings at relevant points in the academic year.</li> <li>■ To provide access to timetables as soon as possible before the start of teaching and to consult students regarding unavoidable timetabling changes.</li> <li>■ To ensure students are provided with clear information on examination arrangements at the earliest opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>■ To arrive at classes punctually, having fully prepared for the timetabled session, and to leave promptly at the conclusion of the class.</li> <li>■ To complete all the formal requirements pertaining to applying for any extenuating circumstances to be considered by the School, including the submission of documentary evidence, by the required date.</li> <li>■ To ensure that they are aware of key hand-in dates for assignments.</li> <li>■ To attend all relevant year/programme meetings to obtain the required information and documentation personally or otherwise obtain it from other students in the event of unnotified absence.</li> <li>■ To check web-based timetables at regular intervals and notify SASC of any irregularities.</li> <li>■ To take responsibility for accessing all information about examination arrangements and notify SASC of any issues.</li> </ul>
<p><b>Feedback</b></p>	<ul style="list-style-type: none"> <li>■ To provide students with feedback on the outcome of issues discussed at Programme Management Group and Staff-Student Liaison meetings within an agreed period of time, on student noticeboards and via the eLP.</li> <li>■ To publish submission and return dates for all assignments.</li> <li>■ To provide students with diagnostic comments on their work based upon marking schemes.</li> <li>■ To specify in module guides dates for assessment hand-in and dates of feedback return.</li> <li>■ To apply mechanisms for using feedback as a learning tool.</li> </ul>	<ul style="list-style-type: none"> <li>■ To ensure that they are aware of the outcome of issues discussed at Programme Management Group and Staff-Student Liaison meetings.</li> <li>■ To submit work in good time and collect marked work promptly.</li> <li>■ To refer to the relevant marking schemes and act on all feedback provided.</li> <li>■ To take personal responsibility for improving performance based on the feedback received.</li> </ul>

<p><b>Student engagement</b></p>	<ul style="list-style-type: none"> <li>■ To raise student awareness of the opportunities to engage fully with their academic programme, including, for example, as student representatives on School or departmental committees or as student ambassadors participating in outreach activities.</li> <li>■ To provide regular opportunities for students to give informal feedback and to respond to issues raised in a timely manner.</li> <li>■ To publish the dates of Staff-Student Liaison meetings and encourage all students to attend.</li> <li>■ To ensure during induction week that all students, especially in Year 1, are aware of the opportunities to engage with all aspects of student life at Northumbria, including within the School.</li> <li>■ To encourage all students to explore opportunities to gain a Northumbria Plus Award, in particular through contributing to the student community and volunteering.</li> <li>■ To promote the support provided by Student Services and the Students' Union e.g. Careers Service, Advice and Representation Centre</li> </ul>	<ul style="list-style-type: none"> <li>■ To engage fully with their academic programme, attending lectures, seminars and other learning activities unless there is good reason not to, and to execute their roles and duties responsibly.</li> <li>■ To respond constructively to invitations to give informal feedback in a spirit of partnership in learning.</li> <li>■ To share views on the 'student experience' through attendance at Staff-Student Liaison meetings.</li> <li>■ To be aware of the opportunities to engage fully in student life, academically, culturally and socially, for example, student societies, sports and outdoor activities, volunteer work etc.</li> <li>■ To consider applying for a Northumbria Plus Award based on their contribution to the student community and volunteering.</li> <li>■ To access Student Services to support their learning and development.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>■ To provide fit for purpose teaching accommodation and a comfortable environment in which to learn.</li> <li>■ To make available to students the learning resources, including appropriate online resources, necessary for directed and independent learning to enable them to achieve the learning outcomes of their modules of study.</li> <li>■ To put in place systems to ensure that access to specialist resources is fair.</li> <li>■ To guide students in their learning by providing recommended reading, where appropriate.</li> <li>■ To liaise with Library and Learning Services to optimise provision of up-to-date and appropriate learning resources.</li> </ul>	<ul style="list-style-type: none"> <li>■ To use Learning and Teaching facilities and equipment with care and to report any problems promptly.</li> <li>■ To make use of all resources made available to them to support their directed and independent learning to achieve the learning outcomes of the modules studied on their academic programme.</li> <li>■ To use specialist resources responsibly.</li> <li>■ To devote time to general reading to broaden their knowledge of the subject areas covered by their programme.</li> <li>■ To access on a regular basis the resources and services provided by Library and Learning Services.</li> </ul>

<p><b>Guidance and learner support</b></p>	<ul style="list-style-type: none"> <li>■ To provide designated guidance time slots.</li> <li>■ To invite students to attend guidance tutorials scheduled at appropriate times of the year.</li> <li>■ To undertake the duties of Guidance Tutor efficiently, effectively and sympathetically, providing all necessary support in line with School and department policy.</li> <li>■ To help students become autonomous life-long learners through a process of reflection on their personal and academic development.</li> <li>■ To provide references on request and to place a copy on file in the DASC.</li> </ul>	<ul style="list-style-type: none"> <li>■ To record designated guidance time slots, and respect them, except in the event of an emergency.</li> <li>■ To attend all scheduled guidance tutorials, undertake the necessary preparation and follow up the advice given.</li> <li>■ To inform their Guidance Tutor at an early stage of any extenuating circumstances which may impact on their academic performance.</li> <li>■ To prepare for scheduled guidance tutorials using Personal Development Planning documentation in hard or electronic copy and devise appropriate action plans.</li> <li>■ To ensure Guidance Tutors are aware of applications for jobs and requests for references.</li> </ul>
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## School Ethics Policy and documentation ■ ■ ■

The School of Arts and Social Sciences has a policy on Ethics in Research and Consultancy, which all staff and students are required to observe. The School's mission is to meet the diverse needs of an international learning community and to contribute to society and its economic development through research, teaching and high-quality student support. Ethical standards are central to this commitment and there is a concern to ensure a systematic regard for the rights and interests of others, in the full range of professional relationships and endeavours that characterise academic life, and in particular teaching, learning, research, consultancy and the generation of knowledge.

The University's ethical policies relate to a wide range of subjects including human participants and animals. Policies and procedures are in place to ensure that all research and consultancy is subject to ethical considerations concerning purpose, source of funding, methods to be deployed, the management of data and wider value and impact. These policies and procedures are built upon ethical and good practice guidelines issued by professional bodies, research councils, subject associations, external ethics committees, etc., and on the research and consultancy practice guides provided by academic staff to inform contract researchers and students of subject-specific requirements. They apply to all those engaged in research and consultancy, and in teaching and learning, and in research processes as they are embodied in different disciplines.

The University's Ethics and Governance Policy can be found at:

[www.northumbria.ac.uk/researchandconsultancy/sa/ethgov/policies/](http://www.northumbria.ac.uk/researchandconsultancy/sa/ethgov/policies/)

The Arts and Social Sciences Ethics Policy, procedures and documentation can be found at:

[www.northumbria.ac.uk/archive/artsandss/res\\_con/schethicspolicyanddocs/](http://www.northumbria.ac.uk/archive/artsandss/res_con/schethicspolicyanddocs/)

The purpose of this documentation is to set out plans for strengthened local arrangements to operate in the School of Arts and Social Sciences under the University Ethics in Research and Consultancy Policy and related documents. Ultimately, these processes effectively ensure good practice and a climate of ongoing reflection with regard to ethical issues in research and consultancy, support academic staff and students in the consideration of ethical issues and ensure good practice by the scrutiny of all research and consultancy activity at critical points.

## Roles and responsibilities of students in relation to guidance

In relation to guidance tutoring, you, as a member of the academic community, have roles and responsibilities.

You are expected to:

- Respond promptly to communications from your Guidance Tutor and attend individual and group tutorials when invited to do so.
- Prepare for tutorials by completing the appropriate sections of Personal and Professional Development Planning documentation.
- Inform your Guidance Tutor if you have any problems, or if there are any changes in your personal circumstances which may affect your academic performance. These may include:
  - Academic difficulties, e.g. relating to study skills, submission of assessed work, or poor understanding in certain modules of study.
  - Personal difficulties, e.g. relating to medical circumstances, bereavement, family problems, financial situation, accommodation, or relationships with others.
- Provide documentary evidence of any of the above, so that it can be lodged in your personal records file. This information is essential should there be a need to compile a case of extenuating circumstances in relation to the assessment of your academic performance. If you wish to proceed with such a case you will also need to complete a personal extenuating circumstances (PEC) form.
- Inform your Guidance Tutor, together with any other appropriate members of staff, if you are likely to be absent from classes.
- Ensure your Guidance Tutor is aware of applications for jobs and requests for references.

In return, you can expect your Guidance Tutor to:

- Play an active role in your induction and early experience of Higher Education, thus helping you to adjust to university life.
- Attempt to establish a good working relationship based on confidentiality, trust and mutual

confidence.

- Arrange individual and group tutorials as and when appropriate.
- Advise you when they are available for meetings.
- Monitor your academic progress and discuss it with you, helping you to reflect on your personal and academic development and to plan your learning.
- Discuss problems and difficulties in a positive, constructive and helpful and confidential manner.
- Lodge appropriate documentation relating to personal problems confidentially in your personal records file, and to inform other colleagues of the situation if you feel that this is appropriate.
- Act as your advocate where necessary and support you in complying with extenuating circumstances procedures.
- Know about guidance and support resources throughout the University and to recognise when you need guidance that is beyond the bounds of the Guidance Tutor relationship – referral can only be arranged with your agreement.
- Prepare personal/academic references for prospective employers.

### The purpose of Personal and Professional Development (PPD)

The PPD ePortfolio is for you to keep your own record of achievement throughout your studies. It will provide a useful aid to your guidance tutorials, allowing your tutor to review your progress and offer guidance as needed to ensure you continue to improve and develop.

You will be able to gather information about both your academic record and your personal development during your time at Northumbria University. This will provide a useful resource when you apply for jobs or should you ask for a reference from your tutor.

## Correct choice of degree



If you think you have not enrolled on the right degree, staff are available to help and advise you. An initial discussion with your Guidance Tutor is advisable and if necessary, you can be referred to a dedicated member of staff in your Department, whose role is to help you make the right decision for you, and to clarify the required processes and procedures. Following these will avoid complications with the Student Loan Company and make it easier for you to transfer to a different programme or institution later on.

## Attendance



Unless you are enrolled on a distance learning programme, your regular attendance on all taught sessions is vitally important.

Research shows that the more a student attends classes, the less chance they have of failing academic assessments and the more chance they have of attaining high grades.

For this reason, it is School policy to monitor attendance and to follow up cases of unexplained absence.

If you are an international student, the University must notify the UK Border Agency of any unauthorised absence and this will affect your visa conditions.

## School of Arts and Social Sciences attendance monitoring procedure

### Attendance monitoring

The Absence Monitoring Team will contact you if you have been absent from a particular session for two consecutive weeks without prior notification.



It is important to respond at this stage as if you do not respond, we will be required to issue a formal warning. Please refer to the Handbook of Student Regulations [www.northumbria.ac.uk/sd/central/uso/stud\\_reg\\_handbk](http://www.northumbria.ac.uk/sd/central/uso/stud_reg_handbk).



If we do not get a response from you, a formal letter, including a formal warning, will be sent to your registered address requiring you to get in touch with us.



If we still do not get a response from you, you will be notified of a Panel Hearing which will be arranged to consider withdrawing you from your programme of study.



If you do not respond at this stage or fail to attend the Panel Hearing, you will be withdrawn from your programme and Student Finance England or your Local Authority will be informed.

**Please respond as soon as possible to attempts made to contact you as we may be able to help.**

## Student absence

### Good practice guidelines

#### What to do if you have to be absent from scheduled classes

If you know in advance that you are going to be absent:

- Phone or email the Absence Report Line. (Your Guidance Tutor and Class Tutors will be informed that your absence from classes is explained.)
- Contact your Guidance Tutor by email or phone if you need advice or support.
- If possible, ask someone who will be attending the classes to collect copies of handouts etc. for you.
- Keep evidence of illness/reason for absence and submit a copy of any medical certificates to SASC.

What to do if you have been absent:

- As soon as you can, start attending classes again.
- Let your Guidance Tutor know that you are attending classes again and arrange an appointment to see them if appropriate.
- Plan your work carefully, building in time to make up the learning you have missed, using the eLP and help from other members of the group in the first instance. If you need help from Class Tutors/Module Tutors then it is useful to email them first to explain what you need and to arrange an appointment if necessary.
- In the case of relatively long-term absence, apply for an extension to your assessment deadlines, if appropriate.
- In the case of long-term difficulties/chronic illness submit a PEC form if appropriate.

The following are acceptable reasons for student non-attendance:

- Serious illness (or that of a family member).
- Hospital appointments.
- Bereavement following the death of a family member or close friend.
- Interviews (not acceptable reason for missing examinations).

Part-time work commitments are not acceptable reasons for non-attendance.

Please note that an explained absence is not the same as a justified absence. An irregular attendance profile will be highlighted to your Guidance Tutor to be followed up. Poor attendance records will be taken into account when references are requested.

#### Absence Report Line

**Telephone: 0191 227 3414**

**Email: [sasc@northumbria.ac.uk](mailto:sasc@northumbria.ac.uk)**

### How to read timetable information

Please note that the information contained below is based upon University **web** timetables. Timetable components may vary in their position on timetables in printed form.

#### Activity codes

Example:

The code PY0601 ACCY/L1/01 would break down as follows:

NB	PY0601	ACC	Y	L	1	01
<b>Building</b>	<b>Module code</b>	<b>Campus</b>	<b>Semester</b>	<b>Activity type</b>	<b>Occurrence</b>	<b>Group</b>
See Key attached		ACC=City ACL=Coach Lane	1 2 Y (Year Long)	S=Seminar L=Lecture W=Workshop T=Tutorial	For office use only	Lectures, seminars and workshops are often split into a number of smaller groups.

Using module PY0601 as an example:

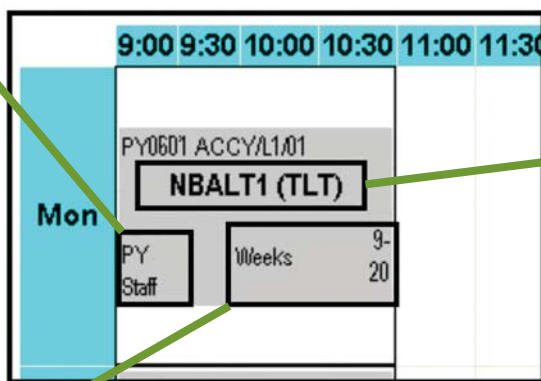
PY0601 ACCY/L1/01 Student is in lecture group 1 for module PY0601.

PY0601 ACCY/S2/02 These particular students are in seminar group number 2 for module PY0601.

PY0601 ACCY/W1/03 These particular students are in workshop group number 3 for module PY0601.

#### Staff member(s) name

**Example only:** Activity runs on Mondays 09:00 – 11:00.



#### Room number

- (IT) denotes a computer lab
- (TLT) denotes a tiered lecture theatre
- (Sp.) denotes a specialist area
- (CR) denotes a courtroom
- (LL) denotes a language lab

#### Teaching weeks

- A hyphen denotes 'from' and 'to', e.g. an activity showing weeks 9–20 would run in weeks 9–20 inclusive of all weeks in between.
- A comma is used to separate weeks, e.g. an activity showing weeks 9, 11, 13, 15, 17, 19 would run only in those weeks (although there may still be other activities running in the weeks in between).
- A single number would denote that the activity occurs in that week only.

Timetabling weeks run 1–52 and as such will not match the semester weeks used by the rest of the University. Please see the next page of this document for a conversion chart of the current Timetabling/University weeks.

#### Building key

- CCE1 – City Campus East
- CCED – City Campus East Design
- CLC – Coach Lane Campus
- DH – Drill Hall
- EB – Ellison Building
- EBA – Ellison Building A Block
- LIP – Lipman Building
- NB – Northumberland Building
- PB – Pandon Building
- SQ – Squires Building
- SQX – Squires Annexe
- SW – Squires Workshop
- WJC – Wynne Jones Centre

## Arts and Social Sciences course dates 2010/2011

WEEK BEGINNING	ACTIVITY	TIMETABLING WEEKS	ACADEMIC YEAR PLANNER	SEQUENCE OF SEM/WEEK
<b>SEMESTER ONE (20 September 2010 – 17 December 2010)</b>				
20/09/10	Induction Week	8		1/0
27/09/10	Teaching Begins	9		1/1
04/10/10		10		1/2
11/10/10		11		1/3
18/10/10		12		1/4
25/10/10		13		1/5
01/11/10		14		1/6
08/11/10		15		1/7
15/11/10		16		1/8
22/11/10		17		1/9
29/11/10		18		1/10
06/12/10	Teaching Ends	19		1/11
13/12/10	Assessment Period	20		1/12
<b>CHRISTMAS VACATION (20 December 2010 – 7 January 2011)</b>				
<b>SEMESTER TWO (10 January 2011 – 20 May 2011)</b>				
10/01/11	Assessment Period	25		2/0
17/01/11	Teaching Begins	26		2/1
24/01/11		27		2/2
31/01/11		28		2/3
07/02/11		29		2/4
14/02/11		30		2/5
21/02/11		31		2/6
28/02/11		32		2/7
07/03/11		33		2/8
14/03/11		34		2/9
21/03/11		35		2/10
28/03/11	Teaching Ends	36		2/11
04/04/11	Assessment Period	37		2/12
<b>EASTER VACATION (11 April 2011 – 29 April 2011)</b>				
02/05/11	Assessment Period	41		2/13
09/05/11	Assessment Period	42		2/14
16/05/11	Assessment Period	43		2/15

### Please note:

- The re-sit examination period will be the week commencing 22 August to Friday 26 August 2011. Students must be available to sit examinations at Northumbria University during this week.**
- 22 April 2011, 25 April 2011, 2 May 2011, 30 May 2011 and 29 August 2011 are Bank Holidays**

### Term dates

Autumn Term starts – Monday 20 September 2010  
 Autumn Term ends – Friday 17 December 2010  
 Spring Term starts – Monday 10 January 2011  
 Spring Term ends – Friday 8 April 2011  
 Summer Term starts – Monday 2 May 2011  
 Summer Term ends – Friday 10 June 2011

## Student representation in the School of Arts and Social Sciences

The School of Arts and Social Sciences is committed to meaningful student participation in decision-making and effective student representation. The aim is to create a learning community-based on partnership in learning where genuine dialogue takes place.

### The role of Course Representatives

Course Reps are a constructive channel of communication between the students on a programme, teaching staff, management staff, the wider University, School Reps and the Students' Union. Course Reps handle many diverse issues such as the design of the curriculum, the scheduling of classes, assessment deadlines and access to resources, and play a key role in ensuring that everyone's experience is as good as it can possibly be. Course Reps act on behalf of students when issues arise at any point in the academic year, attend various programme-related committees and also meet regularly with the Head of their Department.

### Why be a Course Rep?

- Make a difference!
- Enhance your CV.
- Receive valuable training.
- Develop valuable transferable/employability skills including communication skills, negotiation skills, problem-solving and time management skills.
- Recognition: Course Reps receive a Certificate of Recognition from the Students' Union and have the opportunity to apply for a Global Citizenship Award.

### Job description

Course Reps:

- Speak to the students on their programme then represent their views at Programme Committees and Staff-Student Liaison meetings. They ensure that all students' views and perspectives are heard. Ways of gathering feedback include email, lecture shouts, small group discussions and notice boards. Following meetings, Course Reps report back to students.
- Provide feedback informally through Heads of Department, Programme Directors and academic tutors.

- Contribute to the formal quality assurance processes in the University.
- Attend any informal meetings called to discuss issues relating to the smooth operation of the programme.
- Play a role in the recruitment of academic staff.
- Attend one School Course Rep Forum each term.
- Spend one to two hours a week attending meetings, speaking to people and providing feedback.

No experience is needed; training is provided by the Students' Union.

### Election

- Course Reps are elected by the students they will be representing.
- Course Reps are (re)elected each year by the student body.
- At least one Course Rep is elected per programme.
- Arrangements for the election of Course Reps are publicised in Induction Week.
- Procedures for the election of Course Reps are laid out in the Election and Reporting Guidelines document.

### Support

Course Reps have access to a number of sources of support including:

- Training
- School Reps
- Students' Union (SU)
- Access to email distribution lists
- Access to School information on the shared drive
- Access to relevant public folders
- Space on departmental notice boards in SASC
- Space on the departmental website/eLP
- Time to speak to students at the end of core lectures two weeks before formal committee meetings.

## Learning, teaching and assessment

### Learning and teaching methods

A range of learning and teaching methods will be employed during your degree. These include lectures, seminars, tutorials and the use of the eLP. Depending on your subject area you may also have taught sessions in production and practical settings such as media rooms, theatres, dance studios, audio-visual labs and art studios.

### Programmes

Your degree course, or programme of study, contains a number of modules which in each academic year will amount to 120 credits for a full-time student. Each programme has a Programme Handbook within which is detailed a great deal of useful information. Use the Programme Handbook to get information about all of the areas listed below:

- Contact and communication
- Programme staff and their roles
- Guidance, personal development planning and mentoring
- Academic calendar showing key dates
- Programme aims
- Presentation guidelines
- Assessment criteria
- Exams, inclusive of any special requirements
- Overall programme learning outcomes
- Programme structure
- Awards and progression
- Modules

### Modules

Your degree will contain a number of different modules wherein you will study a range of issues and themes associated with your chosen programme. Each module has a module guide within which is detailed information relevant to the subject being studied and the teaching, learning and assessment methods employed. Use the module guides to get information about all of the areas listed below:

- Module staff
- Module synopsis
- Module aims
- Module learning outcomes
- An outline syllabus of the lectures and seminars
- Reading list
- Assessment tasks
- Assessment deadlines

- Assessment hand back
- Arrangements for the submission and return of assessment

### Assessment

Throughout the period of your study assessment methods are used to support, inform and motivate your practical and intellectual development and on a programme-wide basis, assessments are designed to test your achievement of a programme's learning outcomes. Each module is assessed, too, by means of tasks which allow you to demonstrate how you have achieved the learning outcomes listed on the module descriptors. Each module guide specifies the assessment method to be used. In addition, each subject area has an Assessment Guide to support you through the process of completing work and seeing how you might improve. Subject areas have assessment practices which reflect the needs of their subject communities and across the School assessment types include, though are not limited to:

- Art works
- Performances
- Oral Work
- Aural work
- Presentations
- Essays
- Projects
- Examinations
- Production projects
- Student blogs
- Multiple choice papers

### Assessment aims

The School defines assessment in two ways: summative and formative. Information about both kinds of assessment is given below. Across programmes, however, the rationale for assessment processes and practices is that they are:

- Fair
- Valid
- Reliable
- Consistent
- Diverse
- Efficient
- Easy to understand
- Vehicles for learning

### Summative assessment

These assessments will count towards your aggregate final module mark, contributing to your overall average. In determining the overall mark for a piece of assessed work, tutors will consider each piece of work against marking criteria which are detailed in the Departmental Assessment Guides. In other words, you will be able to see from the assessment criteria what is expected of excellent and good pieces of work and also what to avoid. You will be given a clear brief from your Module Tutor about the nature and title of the assessment you will undertake. This may include rules aimed at ensuring consistency across the work of students within a module such as word or time limits. Excessive numbers of words or going significantly over time may result in a reduction of the mark and therefore you should conform to the assessment rules. If in any doubt please discuss the matter with your Module Tutor.

### Formative assessment

These assessments will also help you to learn, but may not have a mark. Normally, you will receive feedback on work which isn't going towards your final mark so that they help you identify weak areas and you are given specific comments on how to improve. In this way formative assessment is a learning experience in its own right. For example, writing an essay or undertaking a class presentation which do not contribute to your final mark can be valuable formative activities as methods to gain knowledge as well as for improving your research, communication, intellectual and organisational skills.

### Assessed work submission

When an assessment task is set you should: note the time/date by which it must be submitted and plan your workload to meet the deadline. Keep a copy of the work that you submit (this is very important as it is your responsibility to keep a copy not the University's) and make sure your work is secured (e.g. stapled or in a file) and that any attachments are secure. Submit your assignment at SASC before the deadline which is given in the Module Guide and complete the necessary forms. All assessment components in modules contributing to your degree **must be completed**. If a student fails to attend/submit any assessment in a module, the Examination Board will deem the student to have failed the module, unless there are approved extenuating circumstances relating to that particular assessment component.

### Marking of assessed work

All assessed work is marked and then moderated in accordance with University regulations in order to ensure fairness and consistency. Assessment that counts towards your final degree classification (e.g. 1st, 2.1, 2.2, etc.) is also subject to external scrutiny by an examiner appointed through a rigorous process of vetting and normally from another university.

### Feedback on assessed work

It is the aspiration of the School that feedback will be given within a designated number of days following the assessment hand-in date. The hand-in date and hand-back date will be specified in the module guide. It will provide opportunities for you to see how you can improve your work and is given on marking proforma. You should also look at the assessment criteria against which categorise different levels of achievement. These can be found in the Departmental Assessment Guides. When your feedback is ready for collection you will receive an email from a member of staff in SASC. Once you have received notification you can come to pick up your work and feedback will be attached. Please bring your library smart card with you as proof of identity.

### How and where to submit assessed work

All student work is to be submitted to SASC which is located on the ground floor of Squires Building. There are two ways to submit work, either using the Drop Box located in the Centre itself or handing your work in at the counter. Before submitting your work you need to complete an "Assessed Work" cover sheet which can be collected in SASC for each assignment. You will be given a receipt for each assignment; this will be a paper receipt if submitting via the counter or an electronic receipt within two working days if submitting via the drop box.

**Please look after your receipt as this is your proof that you have submitted your work.**

## Guidelines for acceptable conduct

### 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 practice 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 speaker (staff or student) and disrupts 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 are 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 not be permitted to join the class.
- 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 the 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 the libraries.

#### Use of electronic devices in taught sessions

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

### Additional guidance

There may be additional guidance, related to health, safety and professional issues in connection with laboratory, studio, library, open access, IT and clinical spaces, which should be taken into account in relation to acceptable behaviour. Please check your Programme or School Handbook for relevant information, and see below for a link to regulations related to the use of Library and computing facilities.

[www.northumbria.ac.uk/sd/central/library/about/membership/](http://www.northumbria.ac.uk/sd/central/library/about/membership/)

#### 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 or your Course Rep or the Students' Union Advice and Representation Centre.

### Bullying and harassment

The University is committed to ensuring that every individual within the University can work and study effectively in an environment of respect and dignity. Further information including policies can be found at: [www.northumbria.ac.uk/studentaz/survival/bullying](http://www.northumbria.ac.uk/studentaz/survival/bullying)

### Social networking sites

Social networking sites are now widely used for both socialising and work. They are readily accessible and offer an immediate means of communication. However, they are relatively public and posted comments may be stored permanently. Care must therefore be taken not to cause offence or distress when making comments about individuals or their work, including University staff and students. The University has regulations to reduce the risks of individuals being distressed by the comments of others, whether said or in writing, and will take disciplinary action where relevant in such cases. There is also a body of criminal law dealing with libel and slander. The following points should therefore be considered when using any website discussion forum:

#### Good Practice

- Never say anything that may cause distress to others.
- Remember that unknown others may see what you have to say.
- Remember that your comments may be saved and become a permanent record.
- Therefore always think before writing any comments about others, especially if they may be in any way critical.

## Student guide to extenuating circumstances affecting assessed work

For relevant documentation, follow the link for **assessment documentation for students** from the *Useful Links* section of your MyNorthumbria web page.

<b>Option</b>	late approved submission of assessed coursework (section 1)	personal extenuating circumstance (section 2)	technical extenuating circumstance (section 3)	ongoing disability/medical condition (section 4)
<b>Use when</b>	unable to submit coursework in time due to serious, unforeseen and unpreventable personal circumstances	assessed work (coursework or exam) affected by serious, unforeseen and unpreventable personal circumstances	exam or assessment affected by circumstances external to student/s	you have disability, long-term medical condition or specific learning disability
<b>Procedure</b>	<ul style="list-style-type: none"> <li>■ <b>student</b> claims</li> <li>■ completes application for authorisation for late submission of assessed work</li> <li>■ must be approved by SASC or where applicable Programme Leader<sup>1</sup> before published hand-in deadline</li> <li>■ work must be submitted by extended deadline</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>student</b> claims (seek advice of guidance tutor<sup>2</sup>)</li> <li>■ if exam missed or unable to submit, must register intention to submit claim asap</li> <li>■ completes personal extenuating circumstances student claim form</li> <li>■ submits claim to SASC before published deadline</li> <li>■ claim considered by exam board</li> <li>■ not normally used where late approved submission given</li> </ul>	<ul style="list-style-type: none"> <li>■ raised by <b>staff/exam invigilator</b></li> <li>■ considered by exam board when marks are confirmed</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>student</b> registers with Disability Support Team (Student Services)</li> </ul>

**If extenuating circumstances are likely to affect your ability to continue studying, seek advice from your Guidance Tutor<sup>2</sup>**

### Section 1 Late approved submission of assessed coursework

If you are unable to submit assessed work by the given deadline because of unforeseen and unpreventable serious illness, or other serious personal circumstance, you can apply for more time to complete the work. Guidance on acceptable circumstances is as defined for personal extenuating circumstances (see section 2).

- Key points**
- To be used where coursework can realistically be completed in a short timescale.
  - The form **application for authorisation for late submission of assessed work** must be completed and submitted before the published hand-in deadline.
  - SASC must approve the application on the basis of evidence. If you have discussed the circumstances confidentially with a tutor, the tutor can confirm to the Programme Director that conditions for granting an extension have been met.
  - If late submission is agreed, a PEC (section 2) for the same set of circumstances will not normally be accepted unless you can present a case for a continuing effect.
  - Coursework submitted after the published deadline, without approval, is marked as normal but a mark of 0 is awarded (Assessment Regulations for Northumbria Awards, section 1.7/9.2).

#### Reference/Advice

SASC, Guidance Tutor, Programme Director

*Application for authorisation for late submission of assessed work* (multi-part form only available from SASC)

Student Services A-Z Student Survival Guide at [www.northumbria.ac.uk/studentaz/survival/extension/](http://www.northumbria.ac.uk/studentaz/survival/extension/)

Students' Union Advice and Representation Centre at [www.mysu.co.uk/arc](http://www.mysu.co.uk/arc)

Available at **Assessment documentation for students:**

- Assessment Regulations for Northumbria Awards (section 9).

1 or Programme Director/Manager, designated administrator

2 or other appropriate tutor

## Section 2 Personal extenuating circumstance (PEC)

You can submit a claim for personal extenuating circumstances which have **significantly** affected your assessed work. This should relate to serious mental/physical illness or serious personal trauma and the circumstances would normally be unforeseen and unpreventable. Further guidance is given below. If there are circumstances which may affect your ability to continue studying, you should seek the advice of your Guidance Tutor<sup>3</sup> as soon as possible.

If you are unable to submit work by the assessment deadline or to attend an exam and intend to submit a PEC claim, you should contact SASC to register your intention to submit a claim **as soon as possible**.

This procedure should not be used if you have already been allowed to submit late coursework for the same set of circumstances, unless you can present a case for a continuing effect. If you are absent for up to 10 working days during teaching, you are normally expected to make good this time through additional study unless it is close to the submission/exam date.

### Key points

- Seek the advice of your Guidance Tutor<sup>3</sup> as soon as possible.
- If you then wish to submit a claim, you will need to complete the **personal extenuating circumstances student form** and submit it with relevant supporting evidence to SASC.
- Must be submitted as soon as possible and no later than published School deadlines. Claims submitted after the deadline will not normally be accepted unless there is good reason, which you can evidence.
- If you are unable to submit work by the assessment deadline or to attend an examination and intend to submit a personal extenuating circumstances claim, contact SASC to register your intention to submit a claim **as soon as possible**.
- **On the form you should clearly describe the circumstances and the impact on study, identify which component/s of assessment are affected (with relevant timing) and clearly indicate if any are missing.**
- The member of staff you have discussed the circumstances with will be asked to provide contextual information on the claim.
- Exceptionally, a written statement may be accepted from a Guidance Tutor where external corroboration cannot be provided.
- If necessary, the University will make enquiries to confirm the circumstances.
- Claims are considered by the PEC sub-committee of the Progression and Awards Board (PAB) which decides whether to accept or reject the claim. This is normally held at the end of each assessment period.
- A particularly sensitive claim can be submitted confidentially to the Chair of the PAB.
- Accepted claims are taken into consideration by the PAB in the context of your assessment profile and the extent to which required learning outcomes have been met. The PAB is normally held at the end of the academic stage.
- SASC will advise you on the decisions made, depending on the timing of the PEC sub-committee and PAB.
- When you receive details of your results (after the PAB) any changes to your assessment profile made in response to your claim will be indicated on your student module record form – see SMRF guide for students at **assessment documentation for students**.

### Normally acceptable circumstances

Tragic personal circumstances, eg. death or serious illness of family member or close friend.

Serious ill health, which may include an acute episode of a disability or chronic condition, affecting performance but not covered by special examination provision.

Significant personal accident or injury.

Acute personal or emotional trauma, eg. acute anxiety or depression, family breakdown, breakdown of close personal relationship.

Exceptional and unexpected changes to employment circumstances (part-time students only).

Jury service.

Impact of natural disaster, civil disruption or other major hazard.

### Required evidence

Sight of death certificate (or photocopy)/funeral order of service or independent corroboration of illness.

Medical evidence, eg. sick note or signed/stamped **student medical form**, which specifically relates to the timing of the claim.

Independent corroboration of the circumstances.

### Normally unacceptable circumstances

Employment commitments of full-time students.

Long-term medical conditions (see section 4).

Routine or long-term domestic or caring responsibilities.

Normal exam stress or anxiety experienced during revision or the assessment period, unless corroborated by medical evidence as a chronic condition and undergoing treatment.

Non-serious domestic or personal disruptions (financial difficulties, moving house, change of job, holidays, normal job pressure, failed travel arrangements, oversleeping).

Study-related circumstances (equipment failure, failure to take back-up copies of stolen or corrupted work, bunching of deadlines, examinations too close together, missing books, examination re-scheduling, misreading the examination timetable, taking the wrong examination).

**Reference/advice**

Guidance/other tutor, other academic/administrative staff.

Available at **assessment documentation for students:**

- Personal extenuating circumstances: student form
- Personal extenuating circumstances: student medical form
- Student module record form (SMRF) – guide for students
- Assessment Regulations for Northumbria Awards (section 10)

Student Services A-Z Student Survival Guide at [www.northumbria.ac.uk/studentaz/survival/pec/](http://www.northumbria.ac.uk/studentaz/survival/pec/)

Students' Union Advice and Representation Centre at [www.mynsu.co.uk/arc](http://www.mynsu.co.uk/arc)

**Section 3 Technical extenuating circumstance (TEC)**

Technical extenuating circumstances can affect a whole exam/assessment, a series of exams (e.g. fire alarm going off in a building) or an identifiable sub-set (e.g. disruption in a particular room or at a partner college). A sub-set could be one student if s/he was undertaking an exam alone.

**Key points**

- Raised by exam invigilators/staff on behalf of student/s.
- Considered at the Module Examination Board (MEB) as part of moderation of module results.
- Any mark adjustment should be informed by relevant statistical evidence.

**Normally acceptable circumstances**

Equipment failure in a lab, including IT network failure.

Procedural errors made by University staff, affecting a group of students or an individual student.

**Normally unacceptable circumstances**

Student computer/printer failure.

**Reference/advice**

School Registrar/relevant School administrative staff.

Available at **assessment documentation for students:**

- Assessment Regulations for Northumbria Awards (ARNA) (section 11)

**Section 4 Ongoing support for disability or medical condition**

The Disability Support Team in Student Services is available to all students who have a disability, long-term medical condition or specific learning disability. Students should register with the service at the earliest opportunity to ensure that access to support mechanisms can be put in place.

**Key points**

- Provides assistance with applications for the Disabled Students' Allowance (DSA).
- A Support Worker Service is available for help in arranging appropriate support in lectures, seminars, tutorials, laboratory and field work etc. This can include the use of note-taking support, readers, communication and technical support.
- **Assessment Regulations for Northumbria Awards**, appendix ii/part b describes what help can be given to disabled students in exams.

**Reference/advice**

Disability Support Team at [www.northumbria.ac.uk/studentaz/survival/disserv/](http://www.northumbria.ac.uk/studentaz/survival/disserv/)

Student Welfare Service at [www.northumbria.ac.uk/sd/central/stud\\_serv/sws/](http://www.northumbria.ac.uk/sd/central/stud_serv/sws/)

Counselling Service at [www.northumbria.ac.uk/sd/central/stud\\_serv/counsellingsupport/](http://www.northumbria.ac.uk/sd/central/stud_serv/counsellingsupport/)

Students' Union Advice and Representation Centre at [www.mynsu.co.uk/arc](http://www.mynsu.co.uk/arc)

Available at **assessment documentation for students:**

- Assessment Regulations for Northumbria Awards (appendix ii/part b).

## Referrals

If you are referred in a module, you will be required to resubmit an assignment or resit an examination during the examination period scheduled for 22–26 August. You must bear this in mind when making holiday plans. It is your responsibility to ensure that all referrals are completed.

## Handbook of Student Regulations

A copy of this is available online at: [www.northumbria.ac.uk/sd/central/uso/stud\\_reg\\_handbk](http://www.northumbria.ac.uk/sd/central/uso/stud_reg_handbk)

This covers issues such as ethics, disciplinary rules, credit control and grounds and procedures for student appeals.

## Academic Skills – International

### ASk

The School of Arts and Social Sciences and the University's English Language Centre offer a year-long programme for all European and international students to help you to develop your academic English language skills in order to successfully complete your chosen programmes of study and effectively communicate with staff and students alike.

English language support is designed to help you with:

- Listening to lectures
- Writing assignments and dissertations
- Speaking in seminars, presenting your research and improving your spoken English
- Reading and how to show your knowledge of the research topic.

**ASk in Semester One** comprises of weekly two-hour seminars linked to your programme and will help you develop the language skills you need for all your modules.

**ASk in Semester Two** will again be linked to your module assessments and focus on understanding the structure of your dissertation or research project.

### Self-study materials

Go to the English Language Centre web page on the University website and follow the link to ASk-International self-study materials. You will find learning materials to help you with all four language skills: listening, speaking, reading and writing. Alternatively, you can visit the Language Zone on the first floor of the Library.

## Cheating, plagiarism and other forms of unfair advantage

A very serious view is taken of any form of unfair advantage sought and used by students to gain higher marks than might otherwise have been awarded. Exam Boards have the power to fail candidates for all or part of an assessment, or for the whole programme, in which an academic irregularity has occurred and to determine whether the candidate can continue on the programme. The following summarises the position in the University Assessment Regulations regarding what constitutes 'unfair advantage' but does NOT replace these regulations. You must familiarise yourselves with the full position in the University Regulations (See ARNA Appendix 1, pages 1 to 8).

### Referencing your work

You will be expected to fully reference your work in the text and in a bibliography. Good quality referencing provides evidence of your independent study/research. Poor referencing makes you vulnerable to a charge of 'plagiarism'.

### Plagiarism

Plagiarism is using somebody else's words or ideas without acknowledging them or, put another way, presenting someone else's words or ideas as your own. It is a serious academic offence and will lead to work being disregarded or disciplinary action being taken.

The intellectual work of others, which is being summarised in a piece of work, must be attributed to its source. It is assumed that all ideas, opinions, conclusions, specific wordings, quotations, conceptual structures and data, whether reproduced exactly or in paraphrase, which are not referenced to another source is the work of the student. If this is not the case, an act of plagiarism may have occurred, which is a cause for disciplinary action at the programme or University level.

The University Regulations (ARNA appendix 1) include a full description of how plagiarism and other forms of academic misconduct such as cheating or ghosting, are defined and dealt with. Students should be aware that these forms of misconduct are taken very seriously, and can lead to serious consequences for any student found guilty of them. It is important that you fully understand the issue of plagiarism.

### Examples of plagiarism

- The inclusion in a student's work of more than a single phrase from another person's work without the use of quotation marks and acknowledgement of sources.
- The summarising of another person's work by simply changing a few words or altering the order of presentation, without acknowledgement.
- The substantial and unauthorised use of the ideas of another person without acknowledgement of the source.
- Copying the work of another student, with or without that student's knowledge or agreement.

If you are in any doubt, please ask a member of the Programme Team.

### Turnitin UK – electronic plagiarism detection

Turnitin is the global leader in electronic plagiarism detection. It is a tried and trusted system and over 80% of UK universities have adopted it, as well as a number of schools, FE colleges, professional and awarding bodies.

Turnitin will help you to avoid 'cut and paste' plagiarism. Use Turnitin to:

- Check your work against a vast database of billions of pages of both current and archived material.
- Obtain a customised Originality Report after an extensive search of content that of internet sources, books, newspapers and journals from both academic and professional sources.

It is easy to use and instructions can be found here:

[www.northumbria.ac.uk/static/5007/llspdf/Turnitin.pdf](http://www.northumbria.ac.uk/static/5007/llspdf/Turnitin.pdf)

### Falsifying data

This is the presentation of data in reports, assignments, dissertations, etc. based on experimental work falsely purported to have been carried out by the student, or obtained by unfair means.

### Dishonest practice

The use of any other dishonest practice not so far identified (in other words, anything not mentioned above which the University deems to have been obtained by unfair means).

## Northumbria Plus Awards

Northumbria Plus Awards acknowledge a wide spectrum of activities that students undertake outside of their academic programmes. These activities contribute to the community within the University and beyond and in turn contribute to their own personal development. Activities can include activity in the fields of community volunteering, social enterprise, sports leadership, representation, running a society, student training, and peer mentoring, to name but a few. The award uses a

light-touch approach to stimulate and acknowledge existing activity, encouraging students to record, reflect on and learn from their experiences, while in turn raising the perceived value of what they have achieved. It is also a great way for new students to meet others and to get involved in all sorts of voluntary activity. Last year students received the award under various categories during the Student Award ceremony held at the Students' Union building.

## School Health and Safety Policy

Health and Safety awareness is an important element of any working environment, not only because it is sensible, but also as a legal requirement. Everyone (students and staff) is responsible for his or her own safety, whether on campus or studying elsewhere. The University abides by the Health and Safety at Work Act. The School has established a Health and Safety Committee and has written procedures that are available to students covering many aspects of Health, Safety and Wellbeing.

Many teaching areas, especially workshops housing potentially dangerous machines, equipment or materials, will require students to take a compulsory induction before facilities can be used. Your Programme Handbook will give you details where this is the case.

The University's general procedure attempts to ensure that room occupancy is not exceeded, that equipment is well maintained and that emergency procedures are in place and regularly tested. In buildings that are as heavily used as ours, it is essential that each user is considerate of others and does not wittingly create a hazard by, for instance, propping open fire doors. It is the responsibility of all individuals to leave all work areas clean and tidy.

Where buildings have a staffed reception, this provides monitoring of arrivals and departures in the building and provides some measure of deterrence to intruders. It is however essential to be vigilant. Security staff patrol the campus and are on call to respond to emergency calls.

The University Health and Safety Policy and Procedure document may be obtained from the website at [www.northumbria.ac.uk/sd/central/estates/healthandsafety/](http://www.northumbria.ac.uk/sd/central/estates/healthandsafety/)

### First aid

The University provides a network of first aiders covering all sites. In the event of sudden illness or injury the first aiders should be the first point of contact.

For First Aid Assistance call Security on extension 3999.

### Fire and evacuation procedures

School staff acting as fire marshalls have been nominated for all areas. All students and staff will be guided to evacuate the building by the nearest exit and gather at the designated safety point as soon as the fire alarm is raised.

For an extreme emergency call security on extension 3200.

Emergency	Contact Number
First aid	3999
Emergency services	3200
Fire and evacuation	3200

## Websites

### **Academic Appeals**

Section 7 of the Handbook of Student Regulations is accessible via the following web address:

[www.northumbria.ac.uk/sd/central/uso/stud\\_reg\\_handbk/](http://www.northumbria.ac.uk/sd/central/uso/stud_reg_handbk/)

### **Assessment of Taught Programmes**

[www.northumbria.ac.uk/sd/central/ar/lts/assess/](http://www.northumbria.ac.uk/sd/central/ar/lts/assess/)

### **Health and Safety**

The University Health and Safety Policy and Procedures document may be obtained from the University Health and Safety Adviser (Lesley Salkeld) or the website:

[www.northumbria.ac.uk/sd/central/estates/healthandsafety/](http://www.northumbria.ac.uk/sd/central/estates/healthandsafety/)

### **Northumbria Research and Ethics Handbook**

This has been developed to ensure that there is a University-wide repository of information about Northumbria's ethics policies, practices and guidance.

[www.northumbria.ac.uk/researchandconsultancy/sa/ethgov](http://www.northumbria.ac.uk/researchandconsultancy/sa/ethgov)

### **Personal Extenuating Circumstances (PECS)**

Procedures and forms can be found at:

[www.northumbria.ac.uk/sd/central/ar/lts/assess/assproc/](http://www.northumbria.ac.uk/sd/central/ar/lts/assess/assproc/)

### **School Ethics Framework**

The School of Arts and Social Sciences has a policy on Ethics in Research and Consultancy, which all staff and students are required to observe:

[www.northumbria.ac.uk/archive/artsandss/res\\_con/schethicspolicyanddocs/](http://www.northumbria.ac.uk/archive/artsandss/res_con/schethicspolicyanddocs/)

### **Students' Union**

The Students' Union provides full training for those students who volunteer as representatives and full information is available on their website:

[mysu.northumbria.ac.uk/adviceandrepresentation/](http://mysu.northumbria.ac.uk/adviceandrepresentation/)

### **Subject Benchmarks**

**(applicable to undergraduate students only)**

[www.qaa.ac.uk/academicinfrastructure/benchmark/](http://www.qaa.ac.uk/academicinfrastructure/benchmark/)

### **University Policy on Copyright**

Please refer to the University Library website where full information relating to copyright policy is available:

[www.northumbria.ac.uk/sd/central/library/resources/copyright/](http://www.northumbria.ac.uk/sd/central/library/resources/copyright/)

### **University Records Management Policy**

All University policies and procedures relating to records management, data protection and Freedom of Information can be located via the University Secretary's Office:

[www.northumbria.ac.uk/sd/central/uso/](http://www.northumbria.ac.uk/sd/central/uso/)

## Glossary of terms

<b>ARNA</b>	Assessment Regulations for Northumbria Awards	These are the assessment procedures and regulations that will govern your study.
<b>Credits</b>	Awarded for your progress	In order to be awarded a BA (Hons) you must achieve 360 or 480 credits over three or four years of study.
<b>DASC</b>	Departmental Academic Support Centre	Administrative support for academic staff.
<b>eLearning Portal (eLP)</b>	Electronic learning system	Some modules may be supported by the eLearning Portal.
<b>External Examiner</b>		Nominated by the School and appointed subject to approval by the University, to verify the standards of the University awards and to ensure that assessment processes are fair and fairly operated in line with its regulations.
<b>Module</b>	An individual module of study with its own module code, curriculum, learning outcomes, teaching and learning methods and assessment.	Each module will count 10, 20, 30 or 60 credits towards the 360/480 total required for BA or 180 total required for Masters. Modules will denote the subject area and module number (e.g. DE 309).
<b>Programme Family Name/Code</b>	Each programme has a separate title and identifying programme code.	The code number for your programme can be found in your Programme Handbook. You may need to refer to this on various official University documents.
<b>Semester</b>		The academic year is split in two semesters of 15 weeks each (normally 12 teaching weeks and three assessment weeks).
<b>SMRF</b>	Student Module Results Form	Issued at end of Semester 2
<b>PEC</b>	Personal Extenuating Circumstances	Students are responsible for informing the Chair of the PAB (or nominee) before the meeting of the Board, of any personal extenuating circumstances which they feel might have significantly affected their performance in examinations or other forms of assessment. For full-time students, employment commitments are not deemed to constitute valid extenuating circumstances nor can they be used to justify non-attendance.
<b>SASC</b>	Student Advice and Support Centre	Administrative support for students.
<b>TEC</b>	Technical Extenuating Circumstances	Technical extenuating circumstances affecting the conduct of an examination or assessment may affect individual students or groups of students. They will normally be considered and resolved at the Module Examination Board (MEB) as part of the marks confirmation process.

