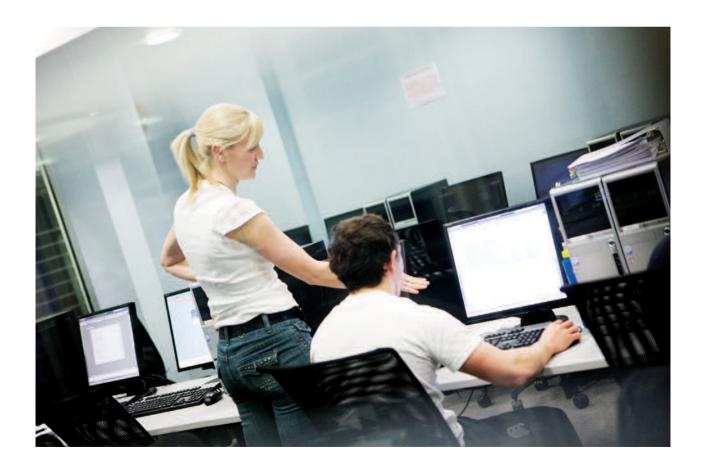# BSc (Hons) Construction Project Management

Construction Project Management

The Construction Project Management Programme began life as a single degree – Building Management – and recruited its first students in 1989–1990. It produced its first graduates in the summer of 1994. The part-time degree recruited for the first time in 1995. In 1997, BSc (Hons) Construction Management was brought on stream – in response to employers who identified the growing need for management personnel on the construction site to be educated to degree level. The original Building Management degree has evolved into the Construction Project Management programme.

The programme has a sandwich year which, includes a 1-year professional internship as well as a full-time and part-time mode of attendance. It is accredited by the Chartered Institute of Building (CIOB), which offers fast track membership and the use of the designation MCIOB after their name. In addition it has also been approved as attaining required standards of personal skills development, as promoted by the Construction Industry Board (CIB) across all sectors of Built Environment Higher Education provision.

The Programme Team

Programme leader

Every programme has a programme leader who is ultimately ~~is~~ responsible for its smooth running and organisation. The programme leader for the Construction Project Management programme is John Weirs. You will need to speak with John if you experience Personal Extenuating Circumstances.

Year tutors

The role of the Year Tutor is to coordinate the teaching, coursework, visiting speakers, attendance and generally ensure the smooth running of the course for each year. You will also be allocated a guidance tutor who will be available to offer help and advice on a range of issues.

The year tutors are:

Year 1 (including PT stages 1 & 2):

 Hazel Ponton

Year 2 (including PT stage 3):

Victor Samwinga

Year 3 (Professional Internships):

Dr. Chika Udeaja

Year 4 (including PT stages 4 & 5):

Barry Gledson

Teaching Team

The main staff you will meet from the Department are as follows

Name	Room	Telephone	email
Susan Dawson	EBA211	2274226	susan.dawson@northumbria.ac.uk
Kevin Elliott	EBA211	2274708	kevin.elliott@northumbria.ac.uk
Barry Gledson	WJ207	2273636	barry.gledson@northumbria.ac.uk
John Holmes	EBB307	2273651	John.holmes@northumbria.ac.uk
Eric Johansen	WJ117	2274720	eric.johansen@northumbria.ac.uk
Jon Lonsdale	EBA211	2437742	jon.lonsdale@northumbria.ac.uk
Mark Kirk	EBA216	2437540	mark.kirk@northumbria.ac.uk
David Morton	EBA211	2274219	david.e.morton@northumbria.ac.uk
Hazel Ponton	WJ207	2273632	hazel.ponton@northumbria.ac.uk
Alan Richardson	WJ303C	2437305	alan.richardson@northumbria.ac.uk
Victor Samwinga	WJ207	2274556	victor.samwinga@northumbria.ac.uk
Emine Thompson	EBA221	2274867	emine.thompson@northumbria.ac.uk
John Weirs	WJ305	2273534	john.weirs@northumbria.ac.uk

Other tutors may also teach specialist modules.

Programme Administration

Each programme has dedicated programme support who are responsible for the administration of your programme. Your Programme Support Coordinators are based in room B201, Ellison Building and can be contacted on 0191 227 4722

Appointments

Academic staff teach on many modules/programmes and it is advisable to contact them first if you wish to see them. Occasionally you may be able to see them straight away, 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.

Email and Blackboard

The main methods of contact for staff with students are email and the Blackboard eLearning Portal.

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 University. Students are requested to amend their details via Blackboard or by advising the Student Support Team.

Blackboard

Blackboard (also known as the eLearning Portal (eLP) is Northumbria's managed learning environment (MLE) for staff and students. Developed by LTech, 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, the Students' Union, Student Support Services and many other facilities. For most students Blackboard provides their first and best port of call on the internet.

Notice Boards

Where possible we will send information via email or Blackboard but in some cases we put relevant information on notice boards. **You must check the notice boards regularly.** The locations of our notice boards will be provided on enrolment. Alternatively they are available from the Student Support Team (B201 Ellison 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 and pass lists will be displayed.

Notice boards in relation to News and Events, the Library Service, Student Services, the Students' Union and Team Northumbria are located on the second floor of A Block, Ellison Building.

Programme Structures

In line with other academic institutions, the University operates a unitised system of programmes. Each undergraduate degree is made up of three academic levels.

Level 4

Level 4 modules introduce the student to a range of formation studies. They give fundamental knowledge and understanding of the main programme subject areas to underpin the whole academic programme along with an insight into the structure of the industry and the professions operating within the built environment. Project activity aims to provide the bridge and link between all discrete subject areas to examine the holistic dimension of the building process from inception to completion.

Level 5

Level 5 modules extend the factual knowledge and understanding in each of the main subject areas and are intended to increase a student's ability to take responsibility for their own learning.

Placement Year

The professional internship year forms a critical element within each course by providing students with opportunities of experience and insight into 'real world' practices and problems which are intended to build on and develop their own interpersonal skills and effectiveness, but also importantly, opportunities to investigate and examine research issues of practical relevance which may form the basis of their Level 6 dissertation activities. It is also intended that this experience will be used to introduce and enable practical relevance to Level 6 subject modules.

Level 6 – Final Year

This consolidates levels 4 and 5 and provides the final academic challenge for the student as demonstrated by an ability to deal with decision-making at strategic levels; identification and analysis of problems; to synthesise solutions. A major focus of activity will be the modules devoted to the Dissertation and to the final year Professional Practice Project, where opportunities will be provided for each student to demonstrate their full range of personal transferable skills.

Modules

Each module on the programme carries credit points:

Single module = 10 credit points   Double module = 20 credit points   Triple module = 30 credit points

Each 10 credits represent 100 hours of student workload. This consists of lectures, seminars, independent study, revision and assessment. Staff contact time will be approximately 20 hours per week. Your own self-managed study time should amount to approximately 30–35 hours per week.

The Degree Award

Credit requirements

To obtain a degree, a student must achieve a certain number of credit points as follows:

- Full-time degree (no professional internship year) 360 credit points (120 per academic year)
- Sandwich degree (incl. professional internship year) 400 credit points (as above with 40 extra credits for the placement)
- Part- time degree (no professional internship year) 360 credit points (80 credits per academic year)

Educational aims of each programme

Your academic programme is Construction Project Management. The programme promotes and supports the vision and strategy for education at undergraduate level incorporated by the Chartered Institute of Building within their educational frameworks. You will study your programme in the wider context of the natural and built environments and is informed by current and prospective professional practice as well as research and academic debate. There is a vocational focus which aims to equip graduates with those personal and professional skills that are necessary for employment, whilst broadening understanding of the changing needs of society, the concept of sustainable development of the Built Environment, the maintenance of appropriate ethical standards and the regulatory framework within which work is conducted. The Construction Project Management programme aims to develop a range of students' abilities to enable them to:

- work collaboratively within an interdisciplinary environment
- evaluate and apply acquisition methodologies
- be independent thinkers and learners
- demonstrate the appropriate use of IT
- challenge routine and influence change
- evaluate data and solve problems
- manage information
- communicate effectively

Learning, teaching and assessment strategies seek to promote effective learning styles and to create an environment of student participation. A central ethos of *learning by doing* exists throughout the department and this is mirrored in this degree programme to facilitate the learning process and to reflect the vocational and professional orientation of the programme. The extensive use of project-based work develops vocational practitioner knowledge and skill and assists with the academic cohesion and integration of the different curriculum strands in the programme.

Sandwich degree programmes

The programme structure consists of a series of common modules, shown below :

Full Time/Sandwich & Part Time delivery

Year 1					
BE1250 Construction Technology 1	BE1252 Technical and Graphical Communication	BE1253 Academic Skills and Professional Practice Studies (Construction Project Management)	BE1255 Land Surveying	BE1257 Environmental Design	BE1258 Constructing Architecture
Level 4 FT & PT1 20 credit points	Level 4 FT & PT1 20 credit points	Level 4 FT & PT1 20 credit points	Level 4 FT & PT2 20 credit points	Level 4 FT & PT2 20 credit points	Level 4 FT & PT2 20 credit points

Year 2					
BE1280 Construction Technology 2	BE1281 Materials Structures and Structural Design	BE1282 Commercial Management	BE1283 Construction Project Management and BIM 1	BE1284 People and Safety in Construction	BE1285 Academic Skills and Professional Practice Studies 2
Level 5 FT2& PT3 20 credit points	Level 5 FT2& PT3 20 credit points	Level 5 FT2& PT3 20 credit points	Level 5 FT2& PT3 20 credit points	Level 5 FT2& PT4 20 credit points	Level 5 FT2& PT4 20 credit points

Year 3
BE0214 Professional Experience Placement
Level 5 SW3 40 credit points

Format on page 7 changed to include all grids on one page

Year 4					
BE1286 Construction Technology 3	BE1287 Refurbishment & Maintenance of Buildings Level 6 FT3, SW4 & PT 4 10 credit points BE1292 Dissertation Preparation Level 6 PT4 0 credit points	Dissertation	BE1289 Construction Engineering Law and Procurement	BE1290 Construction Project Management and BIM 2	BE1291 Professional Practice Project
Level 6 FT3, SW4 & PT4 20 credit points		Level 6 FT3, SW4 & PT5 30 credit points	Level 6 FT3, SW4 & PT5 20 credit points	Level 6 FT3, SW4 & PT5 20 credit points	Level 6 FT3, SW4 & PT5 20 credit points

Independent Learning

Modules enable students to apply the knowledge and understanding acquired throughout their programme to the development of an in-depth understanding of contemporary construction issues at level 6. Modules also allow students to critically reflect on practice through applied study. The emphasis is on the students developing an analytical understanding through application and evaluation. Increased independent learning and the setting of tasks aim to facilitate this. The teaching and learning approach encourages discussion and debate and allows students to develop their capacity to evaluate relevant issues. Students are expected to be self-motivated and to work within a culture of student-centred and independent learning and, to this end, to take responsibility for their own learning throughout their programme.

Each of the modules represents a notional student workload (NSW) of 100 hours. Each module will have an apportionment of the NSW for lectures, seminars and assessment, together with time for directed and independent learning. At Level 6 it is particularly important to realise that this directed and independent learning is an essential aspect of your learning. It is your responsibility to ensure that you carry out the required independent and directed learning to support the teaching contact time.

There is a national requirement that all programmes of study have a publicly available 'Programme Specification'. The Programme Specification provides an account of the 'Learning Outcomes' of a programme of study (broadly – the student's capabilities of the programme) and how these are to be achieved in a structured way by progression through the programme.
This section of the handbook is based on the Programme Specification for your programme. The full and definitive version can be found at
www.northumbria.ac.uk/programmespecs

Student Commitment

To help you on your learning journey you should think about two different timetables. You will have a weekly timetable which you can download [go to the University web site home page (www.northumbria.ac.uk/) and select the 'desktop Anywhere' link and follow your normal log-in process from there] which will tell you what teaching sessions you have to attend, where they are held and who will teach them. It is important that you familiarise yourselves with this as early as you can and that you learn where the rooms are [they will not always be in our home Building – Ellison].

However it is also vital that you understand that to successfully complete the year and the course and to learn enough to become an honours graduate you have to commit to regular attendance and to working outside of the class contact time. A 10 point module would expect 100 hours of commitment from an average student. It is likely that you will only spend 20 to 30 hours in a class with a tutor so you can see that more than two thirds of your commitment is work outside the classroom [some on your own and some which we will have guided you to]. As you do 120 points of modules per year you can work out that this is a 40 hour a week commitment – it is just like a full-time job [except that it does not have to be 9 to 5 so you have more flexibility to manage it].

Therefore you should also think about your yearly timetable in which there will be significant times [such as assessment hand ins]. You need to ensure that these do not become peak times where you are trying to do so much that the quality of your work suffers. Try and get used to an average effort which you put in every week rather than leave everything to the last minute. So when you look at your weekly timetable do not look at the gaps between taught sessions as free time but use it for independent learning.

This may seem like a lot to do but DON'T PANIC. You can get help from your programme leaders, year tutors, and module tutors as well as student support from our Administrators so there is plenty of help if you do not understand something. The key is if you do not understand then ask someone and remember that your fellow students are in the same position as you.

Module Descriptors

Module Descriptors give information about each module (subject) delivered on your programme.

How to obtain a module descriptor from the University's website First log into the

Northumbria University website at northumbria.ac.uk/. Click on:

1. My Northumbria
2. Module Search
3. Type in module code
4. Click on 'Go'

Or alternatively, type the following address into your browser:

http://nuweb.northumbria.ac.uk/live/webserv/mod.php

Assessment Regulations for Northumbria Awards (ARNA)

The Assessment Regulations for Northumbria Awards (ARNA) are the standard regulations which apply to all of the University's academic programmes. Any variations to ARNA have to be approved for a particular programme.
For full details please go to the **http://northumbria.ac.uk/arna**

How the award classification is Determined (For full details see ARNA Section 12.13)

Award	To achieve the award a student must attain the 360 credits and obtain an average of 40% at Level 6 at the first attempt. Compensation rules apply (see Section 12 ARNA for full details).
Classification	Classification is determined as below: First Average mark of 70% or above Upper Second Average mark of at least 60%, but less than 70% Lower Second Average mark of at least 50%, but less than 60% Third Average mark of at least 40%, but less than 50%
Calculation of classification	The Honours degree classification is computed on the basis of the most favourable outcome to the student using the averaged mark of either the qualifying modules in Levels 6:5 weighted 60:40 or the qualifying modules in Level 6 only.
Borderline classification	The marks profile of a student is regarded as borderline where the average mark is not more than 2%below a boundary between classes of degree with the exception of the boundary between Second class honours, upper division and First class honours where the margin is 3%. The higher class of degree is awarded: • if an average mark of 69%, 59% or 49% has been attained and half of the graded credits at level 6 lie on or above the appropriate boundary. • if the majority of graded credits at level 6 lie on or above the appropriate boundary. • If this is not the case, the lower class of degree is awarded. Modules validated as pass/fail are excluded from consideration of borderline classification. The borderline classification rules apply to all Honours degree classifications, however calculated, except at the fail/third class boundary (where the 40% level 6 level average minimum requirement cannot be met). Borderline classification is determined **before** compensation for failure is applied.

Referral Opportunities

A student who achieves a level average of at least 40% and fails more than 20, and up to and including 40 credits, will be given one referral opportunity to retrieve the original classification of award by resitting the failed modules. The form of reassessment will be determined by the universitys Progression & Awards Board. Module/s failed due to academic misconduct, or because an assessment component has not been completed, are included within the limits for failure specified in 'Compensation for failure' above.
A student successful in some or all of these modules will have their award re-determined with reference to the marks achieved before referral, and any remaining failed modules, using the compensation rules above. Note that classification is determined by the original level average and cannot be improved upon by successful retrieval.

Programme Learning Outcomes for BSc (Hons) Construction Project Management

Knowledge and Understanding

On completion of this programme, the **construction management** student will be able to demonstrate knowledge and understanding of:

- The performance needs of buildings and the many and varied interfaces between the technologies of buildings during the design, specification, manufacture and production of buildings and be able to address the need to harness the actions of many who are involved in the production of buildings including health and safety issues.
- The principles, practices and skills needed to successfully manage projects and people within the ongoing dynamic of the construction industry.
- Construction management practices, including planning, control and coordination of resources, quality and cost management. The principles
- and practices required to evaluate building designs with respect to buildability and construction resource provision. The principles and
- procedures associated with building law and building control legislation, and contract law and procurement practices used in the construction industry.
- Research and academic enquiry practices of use in the construction industry and of relevance to the construction manager. Professional
- practice roles, ethical dimensions, and responsibilities and skills required of a construction manager.
- The practice and use of site surveying equipment and the processes associated with the measurement and physical representation of buildings.
- The practice and use of IT software relevant to the construction industry.

Intellectual Skills

On completion of this programme, the **construction management** student will be able to demonstrate the following intellectual skills:

- Interpret, examine, apply and critically reflect on principles and processes, practices and solutions, involved in the construction of buildings. Interpret, examine, apply and critically reflect on principles, practices and solutions, and skills to manage projects and people. Interpret,
- examine, apply and critically reflect on principles and practices required to manage the on-site construction project. Interpret, examine, apply
- and critically reflect on principles and procedures associated with building law, building control, contract law and procurement practices used
- in the construction industry.
  Identify and evaluate construction management processes.
- Collection, organisation, examination and critical evaluation of complex data involved in research and academic enquiry practices of use in
- the construction industry and of relevance to the Construction Manager.
  Review the use of, and apply IT to the construction industry and the role of the Construction Manager.
-

Practical Skills

On completion of this programme, the **construction management** student will be able to demonstrate the following practical skills of:

- Interpretation, specification and graphical representation of building technologies.
- Technical report writing and presentation.
- Analysis and presentation of business data and information.
- Effective verbal and visual communication within the varied workplace that is the construction industry.
- Surveying and recording buildings and construction site setting out practices including the physical representation of information to suitable scales using a range of media.
- Use of IT including a range of computer software programmes.

Transferable/Key Skills

On completion of this programme, the **construction management** student will be able to demonstrate the following transferable key skills of:

- Management and application of intellect involved with the collection of information, critical reflection, analysis and evaluation of data including summarisation of legal and other complex documents.
- Self-management including the setting of work priorities, independent working, self-reflection and the formulation of personal development strategies.
- Team working ability, including management and leadership, within a project team and within the wider professional activities of the construction industry.
- Discussion and debate within a professional workplace environment and an ability to question standard practice seeking to improve practice. Communicating effectively using a wide range of styles and methods, including writing, use of computer technology including images and
- graphics, visual displays and verbal presentations to a range of audience. Reflection on and in practice with the capacity to manage themselves as independent lifelong learners.
-

Learning and teaching methods

Traditional teaching through lectures and seminars introduces and explains theoretical principles and concepts and as you progress through the programme you will develop knowledge of how the industry operates and functions. A Guidance Tutor will support you throughout your learning, and you'll receive guidance and advice for your career planning. A Professional Practice Project module extends your study into a range of current projects operated by regional contractors and developers to provide valuable insight into how the industry operates.

Assessment methods

A wide range of assessment methods are used to reflect the variety of learning and teaching practices and the level and type of knowledge and skills being developed in the programme. In the early stages you will link theory to practice and as you develop, the emphasis moves to a more analytical approach with assessments generally focusing on the workplace, with simulation and links to real projects. In the final year, most assessments, with the exception of the dissertation, are linked to your own professional practice project work.

Assessment Processes Explained

Why are assessments necessary?

Assessment makes an essential contribution to your education. It acts to motivate you to focus and reflect on your learning and to apply and synthesise your knowledge. It also permits you to gauge your progress and act to address any weaknesses. Assessment methods are therefore an integral part of the learning process. From the University's perspective, it enables your tutors to monitor your progress, measure your attainment, maintain standards on the programme, and determine your final degree classification.

How can you be sure that the assessments are appropriate and relevant?

The mix of assessments across each programme is carefully selected to enable students to demonstrate a range of skills and knowledge which become progressively more challenging level-by-level. Assessment techniques are chosen to fit the subject discipline and reflect the expectations of employers and accreditation bodies. Each assessment task is aligned with module and programme learning outcomes and contributes in part to the development of discipline-specific knowledge and understanding, academic, practical or transferable skills.

How can you be sure that the assessments which are set are fair?

Individual assessment tasks are written by Module Leaders and are subject to peer-review by other staff in the Department before they are agreed and distributed to students. In addition, External Examiners, who are colleagues from other Universities and (for professionally accredited programmes) from industry, are appointed to ensure that the standards at Northumbria are appropriate, and a key role is to review the assessment questions and marking schemes.

How do we inform you about the criteria we use to judge your work?

Generic grade descriptors by level of study are supplied within your School Handbook. These reflect the increasing demands and expectations of standards as the students progress through their programme. In addition, you are supplied with specific assessment criteria at the module level as part of your coursework specifications.

How do we undertake marking?

Marking involves staff allocating marks according to defined marking criteria that have been approved in advance. Assessments may be marked by a single staff member or a team of markers (depending on the size of the module). These are invariably the staff who delivered the module and their expertise in the subject discipline is assured. If the work is marked by a team, initial meetings and sample marking is undertaken to establish common expectations in relation to the marking criteria to minimise variations across markers.

How do you know that marking is fair?

Once all the marking has been completed for an assessment, a sample of the work is selected for 'moderation'. The sample size is proportional to the number of scripts and is selected from the whole range of marks. Student work is anonymous during the marking and moderation process and your name will only be revealed once all the marks have been agreed following the sample check. Prior to the Examination Board, the External Examiner also verifies the appropriateness of the marks awarded within the sample, and it is only at the Exam Board stage that the marks are fully approved. If there are disparities between markers during the moderation process, then additional work may be sampled and third markers may be called upon to resolve any differences. By the end of the whole process the Exam Board must report that it is satisfied that the marks that have been awarded are a true reflection of the quality of the work.

Why does it take 4 weeks to mark your work?

Although 20 working days (4 weeks) may seem to you like a long time for work to be marked and returned to you, it is important that we allocate sufficient time for staff to carefully consider the work, so that the mark allocated fairly reflects the quality of your submission. Tutors' marking workloads have to be considered in relation to the other academic duties they have to perform. We estimate that, on average, each assessment takes approximately 20-30 minutes to mark and provide feedback. In addition, once marked, all assessments have to be moderated (see above) to ensure fairness and consistency.

What level of feedback should you expect?

Feedback is a vital part of your learning process and will occur throughout your engagement with academic staff. Informal levels of feedback will often occur in lectures, seminars, lab work and project activities, and through the use of in-class activities and questioning.

More formal feedback occurs during the assessment process and usually involves staff writing comments on scripts that are returned to students. Whilst there will invariably be differences in the styles that individual staff members adopt to provide feedback, their comments should serve 3 main purposes: (1) to explain the mark awarded; (2) to identify strengths within the work; and (3) to indicate areas that could be improved on for future work.

What should you do with the feedback you receive?

It is imperative that you collect all your assessment scripts so that you benefit from the feedback comments provided by the tutors. Your feedback provides you with the key opportunity to use assessment to improve your learning. Hence, if you have any problems understanding the feedback on your work, you should arrange a meeting with the staff member to clarify their comments.

It is important to review the comments you have received on all your work to identify any consistent issues that have arisen across several pieces of assessment.

This will help you formulate an action plan to deal with recurring weaknesses affecting your attainment. The Skills Plus programme managed by the University Library is an extremely valuable resource for students who require general advice such as 'Writing Assignments', 'Preparing for Exams' or 'Thinking Critically'

Library

The libraries at City Campus and Coach Lane provide access to a wide range of print and electronic resources including over half a million print books, over 700,000 eBooks and more than 50,000 electronic journals. More details can be found on the University Library website: http://library.northumbria.ac.uk/home

City Campus Library (number 14 on City Campus map) is housed near the Student Union building (number 30 on City Campus map).
Coach Lane Library is situated on the East Side of the Campus, in F Block (number 16 on Coach Lane Campus map).

City Campus library is open 24/7 during term time and from 9am to midnight during vacation times. Coach Lane library is open 7am until midnight (Monday to Friday), 9am until midnight (Saturday and Sunday). Opening hours are prominently displayed in the foyers of the library buildings, any changes are advertised on the Library website and on social media. Opening hours vary during bank holidays and are subject to change, so please check before you travel.

You will need to keep your smartcard with you to gain access to and leave the libraries. Your Smartcard is a universal card which not only gives access to the Libraries and other University buildings, but it also allows you to print, copy, scan, borrow books and make cashless payments.

The Library Catalogue can be accessed on and off-campus through the University Library website and the dedicated catalogue computers on each floor of both Libraries. The catalogue can be used to search for books and eBooks located in the University Library. It is quick and easy to use and will give you the information you need to locate the material on the shelves or read online. eBooks can be read on and off-campus, anytime, anywhere. NORA can be used to search for, and retrieve, up-to-date scholarly materials including articles, reports and statistics that are relevant to your studies. You can browse through all the online resources relating to your subject in one place including databases, journals and websites.

Students are entitled to borrow up to 15 items at any one time. Items can be issued using the self-issue machines on the ground floor of City and Coach Lane Libraries. You can renew your library books online through the MyLibrary section of MyNorthumbria or via the Library Catalogue.

Northumbria students can use other libraries such as the Robinson Library at Newcastle University and Newcastle City Library using the SCONUL access scheme. For more information see the Library SCONUL information page: http://library.northumbria.ac.uk/sconul-holiday

The Northumbria Skills Programme is a comprehensive skills programme designed to develop the key skills you need to succeed at university and beyond provided by the Library. It runs throughout the year and provides classroom style skills sessions on many topics including academic writing skills, giving accomplished presentations, and referencing your work correctly, as well as regular drop in surgeries. Some sessions are bookable; simply consult the timetable on the Northumbria Skills Programme website: http://library.northumbria.ac.uk/skillsdev-nsp

Skills Plus is the Library's collection of online learning materials, with a focus on digital literacy and study skills that can be accessed on and off-campus. Using these resources is an excellent way to develop your skills through a range of online tutorials with quizzes, video demonstrations and printable help guides. http://nuweb2.northumbria.ac.uk/library/skillsplus/topics.html?l3-0

If you need help or advice, on or off campus, you can contact Ask4Help. The Ask4Help service provides you with help and support to access a range of University services including Library, Disability Support, Student Finance and Careers. The quickest way to find answers to some of the most popular questions asked by students is to look at Ask4help online. You can also contact us by phone and speak to a member of our dedicated enquiry team or email us your questions.

www.northumbria.ac.uk/ask4help
ask4help@northumbria.ac.uk
0191 227 4646

Northumbria Students' Union (NSU)

Northumbria Students' Union (NSU) is here to make sure you have the best experience possible. NSU is one of the largest and most exciting Unions in the country and that's all because of YOU. We represent you, the student, on all levels, on the issues students are concerned about; receiving a great academic experience, being very employable when you graduate, being safe on campus and in the city and having a fantastic time while a student.

NSU is run by students for students. You can have your say in what NSU does and how it is run, by contacting your Sabbatical Officers or by coming along to Student Council

MEMBERSHIP: As a student of Northumbria University you are automatically a member of the Students' Union. We also sell NUS Extra Card from the Students' Union at both Coach Lane and City Campus giving you discounts in shops and online, but you don't need one to use any of our services.

DIVERSE: Your Students' Union is a place which brings together students from all walks of life, all parts of the country and the world and many different cultures. NSU provides lots of opportunities for you to Get Involved, make lasting friendships, increase employability and have FUN!

INDEPENDENT: NSU is independent of the University, with its own staff, services and decision-making structure. Run by students for students, providing the best services and opportunities for students we push for change from the University to deliver for students. Find our more at our You Said, SU Did page. If you need advice about academic appeals or other issues, we can help. Check out the Advice Page.

VALUE: Your NSU offers the best value for money, and everything you spend goes straight back into the Students' Union to fund all the activities that we run for you.

If you would like more information check out the website www.mynsu.co.uk or come and see us at our offices in City, Coach Lane and London.