

Computing and Information Technology

Extended Degree

and Information Science

Level 3



PROGRAMME HANDBOOK

2015/16

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1 Welcome from the Programme Leader

Welcome to your Computing and Information Technology programme here at Northumbria University.

I hope you enjoy your time with us and take every opportunity to enjoy the experience and get the very best degree you can.

Colin Goodlet

2 About this handbook

This handbook is designed to provide a guide to your programme of study at Northumbria. It should be read alongside the University and Faculty Student Handbooks which contain more general information about being a student at Northumbria within the Faculty of Computing, Engineering and Information Sciences.

It does not provide all of the information that you will need although it attempts to tell you where to find most of that information. The latest version of much of the further information that you need is to be found in a comprehensive and definitive form on the Northumbria website. A key page is available by clicking on 'Student hub' on the University home page (<http://northumbria.ac.uk>).

Who's Who and Communication?

2.1 Who to go to for help

You will meet a broad range of academic, administrative and technical staff throughout your studies. The majority of staff will be drawn from the various subject areas within the Faculty. However, we also draw upon subject specialism outside the Faculty and external consultants, industrialists and advisors.

Staff from the Faculty and from the wider university (such as the Library & Learning Services, IT Services and Student Services) 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 Faculty and subject area level.

Student Support Team

The Student Support Team is available to assist all students requiring information and/or advice. The team is located in B201 Ellison Building.

Opening times: Monday – Thursday 8.30 – 17.00 hours Friday 8.30 – 16.30 hours Email:

ee.studentsupport@northumbria.ac.uk

Telephone: 0191 227 4722

This is a dedicated point of help for students. It should be your first point of contact for all queries.

Pandon Faculty Office

Office Location: Pandon building room 007 (ground floor)

Telephone: 0191 243 7379

Office hours: 8.30 am – 5 pm Monday to Thursday, 8.30 – 4.30 pm on a Friday

Programme Leader: Colin Goodlet

Office Location: Pandon Building, room G034

Email: colin.goodlet@northumbria.ac.uk

Telephone: 0191 227 4354

Office Hours: 9am – 5pm

Your Programme Leader is the academic leader for your Programme and is responsible for managing the programme on a day to day basis, working with other Faculty and University staff – academic, administrative and technical – as needed. Your Programme Leader is committed to helping you get the most out of the Programme and, where relevant, will liaise with your Module Tutors and other relevant staff to make sure that they are aware of your needs and of how you are doing.

Programme Administrators

Programme Support Coordinator, Emma Hansom, 0191 2273384.

Faculty Support Administrator, Lisa Smith 0191 2273699

Your Programme Administrators holds all the key information regarding your programme. This is the person who manages such processes as enrolment, option choice, day to day correspondence, confirmation of attendance letters, marks entry, etc. They can be contacted via the Pandon Faculty Office.

THE COMPUTING AND INFORMATION TECHNOLOGY TEAM

Academic Staff			Room	Phone
	Prof Gobinda Chowdhury	Head of Department	PB 121	227 7304
	Julie Walters	Programme Director	PB021	227 4674
	Colin Goodlet	Programme Leader	PB 034	227 4354
	Emma-Jane Phillips	Senior Lecturer	PB124	243 7386
	Alun Moon	Senior Lecturer	PB228	243 7622
	Ian Watson	Senior Lecturer	PB033	227 4374
Administrative Support	Faculty Office		PB 007	243 7379
IT Help Desk				227 4242
Our Fax Number				227 3662

4.2 Communication

Contacting Your Programme Leader

Academic staff may teach on many modules and programmes. In addition they may have other roles and responsibilities which take them from their office. Thus it is advisable to make an appointment if you wish to see them. You can do this via email or you can just turn up at their office. 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.

Email

Email is used extensively throughout the University and is a very effective method of communication between students and staff. You will be automatically allocated an email address by the University once you have enrolled. Do remember that the Northumbria email address is the one that should be used when contacting University and Faculty staff. It is also the one that is used by staff to make contact with you, so do make sure that you check it regularly, particularly if you also use a personal email account. Please be aware that staff may not reply to your email immediately due to their other duties and activities.

eLearning Portal

The eLearning Portal (eLP) and PebblePad are very important resources for students. You will find specific information related to the modules you are taking, such as copies of lecture and seminar handouts, assignment briefings, instructions, and announcements. You will be shown how to access the eLP in Induction week. For example, your module tutor may use the eLP to pass on information concerning module information. There is also a module – the EE Faculty Office: Customer Support – which acts as an electronic notice board for a wide range of information that students need during the academic year. It is therefore important that you check the eLP regularly – at least daily – for new announcements and new material.

Plasma Screens

The Faculty owns a number of plasma screens in Pandon and Ellison Building. These are also used to display announcements, events and opportunities such as visits from potential placement providers.

PLEASE NOTE: *IT IS REALLY IMPORTANT THAT IF YOU HAVE AN ISSUE YOU CONTACT US AS SOON AS POSSIBLE – WE ARE HERE TO HELP*

3 Programme Information for Computing and Information Technology

Here you will find specific information on your programme of study. There is a national requirement that all university programmes of study have a publicly available Programme Specification and this section is based on that programme specification. The full and definitive version of the programme specification can be found at <https://www.northumbria.ac.uk/study-at-northumbria/?cq=Computing+and+Information+Technology+Foundation+Year&ls=&y=2015%2F6#result-listing>

3.1.1 Programme Aims

Organisations are becoming increasingly dependent on information systems (IS) and the deployment of information and communication technologies (ICT) to support these systems. The programme aims to emphasise a managerial push to technology rather than technology pull, where the management team direct the implementation of new technology, within the framework of functional and corporate policy, rather than introducing technology for technologies sake. This importance of viewing the business in a holistic sense and appreciating the business as a socio-technical system is emphasised throughout the route. There is undoubtedly a need for the hybrid manager who is equally at home in business, IT and computing specialism's. The hybrid manager must have a good understanding of IT and possess considerable managerial skills and avoid getting caught up in technical issues. Therefore the route is aimed at producing management trainees in the field of Business Information Systems and Technology, who can make an immediate impact in the organisation, whether it be from the business perspective or the technology perspective and allowing the individual, if they so wish, to specialise in the business or technology fields.

3.1.2 Primary aims of the programme

The primary aims of this programme are to produce students who have a solid base of management tools, ICT skills, practical experience of IS development, the ability to plan and manage projects, can understand and manage the limitations organisations can bring to IS/ICT deployment, appreciate the importance of IS/ICT in an organisational context, be able to strategically align IS/ICT with business strategy, effectively work in a team, effectively manage a team, solve problems, professionally present ideas and can clearly identify the interrelationships between IS/ICT and organisations.

3.2 Learning and Teaching

It is well documented that two key types of learning exist, deep and surface learning. Deep learning seeks to increase understanding of the relationship between the various elements of an educational programme, whilst surface learning is more focused on memory/recall of facts. This course aims to deal with both types of learning. Inevitably at level 4 the focus is on memory as the programme implants the underpinning for subsequent deep learning at levels 5 and 6. However at this initial level it is intended to not only afford the students the opportunity to learn at a deeper level close cooperation and integration between the core modules taught, but also providing them with the tools to understand how to learn. A key underlying philosophy of the programme (and the programme team) is that higher education is a learning environment in which the student is an active participant. Therefore the student needs to appreciate which resources (obviously, this includes academic staff) are available to them for learning and what techniques they can use to assist them in learning. Deeper learning is achieved at levels 5 & 6 by increasingly exposing the

students to real life problem situations via the classroom, the integrative consultancy project and an optional industrial placement. Throughout the programme students will be required to 'self-examine', question and problem solve, the intention being to increase their decision making capability and the ability to develop heuristic approaches to solving problems, this will be supported by varied teaching methods as discussed in the LTSA section of this specification

4 Programme Learning Outcomes

(a) *Knowledge and Understanding*

1. The varied nature of computing and how it has evolved over the past 50 years.
2. The types of business information systems and the system analysis, design, construction and implementation process.
3. The components of computers and the various hardware, software and operating systems.
4. How computing systems underpin modern society, how IT is used in wider society and computing systems place in system development.
5. The different types of business organisations/functions, their evolution resulting from information system technologies and their relationship with the business environment.

(b) *Intellectual skills*

The student will be able to

1. Analysis skills appropriate for progression onto degree level study.
2. Appreciate the need to balance the business and technical needs of a project and be able to suggest effective solutions.
3. Evaluate the different approaches to the development of information systems analysis and maintenance.
4. Information literacy appropriate for progression onto degree level study.

(c) *Practical skills*

1. Be able to use a variety of common IT packages.
2. Design and develop simple creative media systems for a business need.
3. Utilise the latest technologies such as social media and mobile technologies.
4. Use IT for investigative purposes using basic forensic tools and appreciate the ethical considerations that should be applied.
5. Perform basic accounting tasks, using specialist software.

(d) *Transferable/Key skills*

1. Academic skills appropriate for progression onto degree level study.
2. Communication and presentation skills (oral and in writing) appropriate for progression onto degree level study.
3. Develop the confidence to engage with degree level study.
4. Manage small projects.
5. Experience of group work.

5 Programme Structure

The programme consists of three 40-credit modules during the course of one academic year.

Semester 1	IS0358 Business Information Systems (40 credits) (Year-long)	CM0301 Information Technology (40 credits) (Year-long)	EN0371 Computing (40 credits) (Year-long)
Semester 2			

This will enable the students to gain access to a number of Computing / IT programmes within the Faculty being:

- BSc (Hons) Information Technology Business Systems
- BSc (Hons) Computing and Information Technology for Business
- BSc (Hons) Computer Science
- BSc (Hons) Web Design and Development
- BSc (Hons) Computer Forensics
- BSc (Hons) Computer Network Technology
- BSc (Hons) Ethical Hacking for Computer Security
- BSc (Hons) Games Design and Production
- BSc (Hons) Digital Animation and SFX

6 Learning Teaching and Assessment Strategy

The programme aims to provide students with a wide range of learning opportunities in an exciting, challenging, stimulating and dynamic quality learning environment. Students have a variety of learning opportunities including lectures, seminars, tutorials, practicals, research, case studies, online using Blackboard, guest / expert input and task based learning. The variety includes methods for individual as well as group learning. Group work will be incorporated into the teaching where students will work together on tasks such as research projects or debates. Students will be expected to lead seminars and workshops as part of their learning and development. Students will be encouraged to develop independent learning skills and techniques. Students will be supported in their Personal Development Planning (PDP) in each module and through reference to the University's "Skills+" programme.

The development of transferable skills permeates the whole of the programme, particularly with regard to communication and development of academic skills.

The assessment strategy for the programme is modelled on the NVQ/BTEC system, the specification of competence and criteria assessment based portfolios is supported by industrial bodies that represent employers in a variety of occupational sectors identified in the sector skills councils in the 2001 Learning and Skills Act. The assessment methods used in the programme aim to reflect the wide range of teaching and learning practices, and diversity of subject matter across the discipline programme.

Each module is assessed by a portfolio. The portfolios will be based on detailed specification of competences covering the aim of the modules and the learning outcomes. Each competence must be demonstrated and the evidence recorded to show that it has been achieved, these will be recorded on the portfolio record of achievement. The criteria for each element is published in advance to ensure that the student is aware of the requirements and expectations for each component. Each learning outcome is comprised of a number of elements and an element may overlap with multiple learning outcomes. Elements are assessed with an indication of basic understanding, good understanding, or outstanding understanding.

The student assessment is defined in terms of demonstrated competence and the transparency of the assessment criteria and procedure. The assessment strategy is intended to support the student and build confidence, removing the pressures of a formal assessment and enforcing in the students that all activities undertaken as part of a module contribute to the success of the module, therefore encouraging lifelong learning and commitment in later studies. This format of assessment has been linked to increased retention and student engagement as students relate attendance, contribution in class and successful module outcomes.

As the student progresses through the course they are given opportunities to demonstrate that they have understood the learning outcomes and acquired the capability expressed in the learning outcome. The assessment is integrated into the teaching and learning strategy for the module and therefore there are no set formal assessment points, for example, as part of the teaching on the impact of IS on society the students may be required to take part in a debate on 'the acceptability of using Facebook on university systems', the students would have to prepare, research, take a stance

and contribute to a debate on the subject during one of the seminars, this activity covers a variety of learning outcomes and students who successfully partake in the debate will have this element assessed on their portfolio sheet, indicating that they have successfully gained and demonstrated this skill. The student is able to monitor their progress throughout the modules and the portfolios builds on previous elements so that the students experience developmental assessment, demonstrating a deeper understanding of IT as the course progresses and their knowledge becomes more integrated and supported.

Whilst learning and the measurement of learning will be linked closely to assessment, it is hoped that the learning environment and learning opportunities presented to students will encourage students to be motivated to learn for educational reasons, and not simply to pass summative assessments. The aim is to avoid surface learning and focus on the need for learning opportunities that elicit a deeper more reflective learning response from students.

Formative assessment and feedback is incorporated into modules wherever appropriate and students are encouraged to participate in formative activities through linking those activities to PDP and using the formative activities to develop the skills, techniques and expectations of summative assessment.

6.1.1 Student Feedback

Student Representatives are elected in Induction Week. Being a Student Representative is a responsible task and one that is important, not only to help the University operate effectively, but also to make sure that you and your fellow students are getting the best experience possible whilst at Northumbria. The students in your Year Group elect the Student Representatives for the coming academic year. The Reps' commitment will be to gather 'issues and ideas' from fellow students and feed these back each semester at Staff Student Liaison Committee (SSLC) meetings with the Year Tutors and Programme Leader and at Programme Committee Meetings with the Programme Management Team. The results of such discussion between the Reps and programme team may then be auctioned as appropriate, and results fed back via published minutes and through the Reps.

The main role of the Student Rep is to represent the students in the Faculty on programme related matters at the programme committees, however their role need not be limited to participation in programme committees, nor need they wait for the committee to meet to act on any issues affecting the student body. They can represent students at various meetings in the Students Union, including the Student Council as well as the annual General Meeting.

8 Course Dates 2015/2016

All students should check specific programme dates with their Faculty as dates for some provision will vary.

Semester Dates

Semester One Starts Monday 14 September 2015

Semester One Ends Friday 15 January 2016

Semester Two Starts (new students) Monday 11 January 2016

Semester Two Starts (continuing students) Monday 18 January 2016

Semester Two Ends Friday 20 May 2016

Term Dates

Autumn Term Starts - Monday 14 September 2015

Autumn Term Ends - Friday 11 December 2015

Spring Term Starts - Monday 4 January 2016

Spring Term Ends - Friday 18 March 2016

Summer Term Starts - Monday 11 April 2016

Summer Term Ends - Friday 3 June 2016

Semester One		
Enrolment	Thursday 10 September to Friday 2 October 2015	3 weeks and 2 days
Welcome/Induction Week	Monday 14 September to Friday 18 September 2015	1 week
Teaching Weeks	Monday 21 September to Friday 11 December 2015	12 weeks
December Congregation for courses completing after June Examination Boards	Monday 7 & Tuesday 8 December 2015	2 days
Winter Break	Monday 14 December 2015 to Friday 1 January 2016	3 weeks
Assessment Weeks	Monday 4 January to Friday 15 January 2016	2 weeks
Semester Two		
Welcome/Induction week	Monday 11 January to Friday 15 January 2016	1 week

Teaching Weeks	Monday 18 January to Friday 18 March 2016	9 weeks
Spring Break	Monday 21 March to Friday 8 April 2016	3 weeks
Teaching Weeks	Monday 11 April to Friday 29 April 2016	3 weeks
Assessment	Tuesday 3 May to Friday 20 May 2016	3 weeks
Final year results published	Friday 24 June 2016	1 day
Summer Award Congregations	Thursday 7 July to Wednesday 13 July 2016	1 week
Reassessment Period	Monday 22 August to Friday 26 August 2016	1 week

Students must note the above dates and ensure their availability to fulfil all academic requirements for their programme of study. The above dates are accurate at the time of publication; the University reserves the right to amend them in the light of changing circumstances.

- Good Friday 25 March 2016
- Easter Monday 28 March 2016
- Bank Holiday Monday 2 May 2016
- Bank Holiday Monday 30 May 2016
- Bank Holiday Monday 29 August 2016

9 Resources and Laboratories

The Faculty of Engineering and Environment is housed in Pandon Building and Ellison Building and most of your classes will take place in these buildings. Computing laboratories abound – some are open to all University students, such as those in the Library or Pandon Basement. MIS students primarily make use of labs G2, S1 and F4/5 in Pandon Building, which all have specialist Business Information Technology software. Some of the computers in the open access Pandon Basement lab also have specialist software.

10 Standards of written communication in University/Guidelines for students

The University has decided that there should be a set of guidelines for written communication, which apply to all students studying its Modules. This is because it believes the ability to write well is a key skill which all who complete a Programme of study here should possess. These guidelines:

- tell you what our general expectations and standards are;
- suggest ways in which you can help yourself; and
- give an example to help clarify what is meant by the standards and to illustrate some of the more common faults in written communication.

10.1.1 General expectations and standards

Although spelling, grammar and punctuation have a high degree of objectivity, there is a variety of appropriate written styles and an infinity of ways in which individuals express themselves. Therefore, a comprehensive standard for written communication is neither feasible nor desirable. Thus, in marking written work, any set of standards has to make allowance for individuality on behalf of both student and member of staff. Within this, however, there are two objective standards. The first is to do with legibility, style, and clarity and carries with it the possibility of failure on these measures. The second adds to the first matters of conciseness, accuracy and presentation and will be taken into account in the mark awarded for the piece of work.

The essence of good written communication is that it conveys meaning to the reader. To do so it must be legible, written in an appropriate style and expressed clearly. Hence, any piece of written work, which fails to do any or all of these, fails the basic tests of written communication and will receive a fail mark. This is expressed in the following standard:

"Where, taken as a whole, a piece of written work submitted for assessment is illegible, and/or the style is inappropriate, and/or its meaning is insufficiently clear, the piece of work will be awarded a fail mark."

Conciseness, presentation and accuracy of written communication require:

- appropriate length in which all main points are included but extraneous matter excluded;
- appropriate presentation;
- accurate spelling, grammar and punctuation;
- accurate syntax.

This is expressed in the following standard:

"Every piece of written work submitted for assessment, subject to it satisfying the basic tests of written communication, will be assessed partly on the basis of its style, meaning and conciseness and on the accuracy of spelling, grammar, punctuation and syntax and the standard and appropriateness of its presentation."

It should be noted that, while conciseness is included here, an individual piece of assessment may have a specified word limit and penalties for not adhering to this. In such a case, the specification on the piece of assessment concerned takes priority over this standard.

Similarly, an individual piece of assessment may have a specified proportion of marks for presentation, and here again the specification on the piece of assessment takes priority over this standard.

While these two standards apply across the University appropriate allowance will be given for written communication from those for whom English is not their first language.

10.1.2 Ways in which you can help yourself

In submitting written pieces of work for assessment in the University it is worth using the following checklist:

1. If the piece of work is hand-written, ensure that it is legible. This applies particularly to examinations.
2. Ensure that the style is appropriate for the task. The style for an essay is different from that of a report, for example. Generally, the style should be reasonably formal.
3. Ensure that the piece of work is appropriately structured so that it has a logical progression to it.
4. Ensure that, overall, the meaning is clear.
5. Ensure that the piece of work is not unduly long, and pay particular attention to length where a word limit is specified.
6. Ensure that each sentence is appropriately constructed (that is, the syntax is accurate), so that its meaning is clearly conveyed and check grammar and punctuation for accuracy.
7. Proof read every piece of work to correct syntax, grammar, punctuation and spelling. Remember that a word-processor's spell check will not eliminate all errors.
8. Ensure that all references to others' work are included. Remember that plagiarism is cheating and will be treated as such.
9. Ensure that the presentation is of a good standard with graphs and tables clearly labelled.
10. Finally, spell check the document if it is word-processed.

Staff are not expected to correct students' errors, merely to mark inaccuracies and comment generally on the standard of written communication.

If you find that you habitually receive feedback on, or fail pieces of work because of the poor standard of your written communication, you should go to the WAND (Writing and Numeracy Development) Centre, based in the Library. They will be able to devote time to help you improve in this important aspect of your work.

Example

Task: Write a report to the manager of your department on the implications of a general directive from the Board of Directors to cut costs by 10%.

An extract from this report reads:

"Somewhere else where we can save a bit are paper clips and other stationary. I'd guess that this amounts to hundred's of pounds each year. This wouldn't effect the standards to much. And its obvious that, we should be able to reduce costs on; rubbers; pens, rulers' and pencils. Being as these are trivial items that people wouldn't mind if they had to use their own. Envelopes and headed note paper are obviously needed but we might cut out complement slips. The companies going to have to consider whether it's costs can carry using such expensive paper though; doing a job proper is one thing but this is going too far."

This fails all the tests of good writing!

The meaning is not always clear. Is the hundreds of pounds the cost or the saving, for example?

The style is inappropriate. It is supposed to be a report, but uses slang phrases such as "save a bit", "cut out", "can carry", "going too far". Third person and first person are both used in a single paragraph. The extract also includes a number of unsupported statements such as, "This wouldn't effect the standards to much", and, "... people wouldn't mind if they had to use their own".

The syntax (sentence construction) is poor, particularly the sentence beginning, "Being as these ...".

The grammar is atrocious. Sentences should not begin with "And" or "Being". "Proper" in the last sentence should be "properly". Apostrophes are also added or omitted incorrectly. Neither "hundreds" nor "rulers" need apostrophes since they are both plurals and nor does the "it's" of "it's costs" since this then means "it is costs". On the other hand "companies" should be "company's" and "its obvious" should be "it's obvious" (or better still, "it is obvious").

Punctuation is also poor with commas in the wrong place and semi-colons used inappropriately.

Spelling is poor. Stationary, to (instead of too), complement and expencive are all mis-spelt.

Finally, the extract contains the familiar error of using "effect" instead of "affect". "Effect" is usually a noun and "affect" a verb. Generally these two words should be used as follows: "A had an effect upon B, such that B was affected by A". Occasionally, "A could be effected by doing X" is used, where it means that A could be brought about by doing X.

An improved version of the extract might read something like this:

"Another area where costs might be cut is in the use of stationery. Our department's annual expenditure in this area is £650 and it should be possible to reduce this by 10% without affecting standards unduly. In particular, savings could be made on rubbers, pens, rulers and pencils by no longer stocking these items; most staff supply their own, in any case. Envelopes and headed note

paper are obviously needed, but we might stop using compliment slips. In addition, the company should consider whether the high quality headed note paper it provides is too expensive, but should take into account the detrimental effect reduced quality might have on external perceptions of the organisation."

11 Assessment Dates

Teaching Week	W/B	Time Table week	CM0301 Information Technology	EN0371 - Computing Systems	IS0358 - Business Information Systems
Induction	14/09/15	9			
1	21/09/15	10	Start Portfolio		Start Portfolio
2	28/09/15	11			
3	05/10/15	12			
4	12/10/15	13			Review point
5	19/10/15	14			
6	26/10/15	15		Review point	
7	02/11/15	16	Formal feedback point		
8	09/11/15	17			Review point
9	16/11/15	18			
10	23/11/15	19			
11	30/11/15	20			
12	07/12/15	21		Review point	Review point
<i>Winter Break</i>	14/12/15	22			
<i>Winter Break</i>	21/12/15	23			
<i>Winter Break</i>	28/12/15	24			
Assessment and Feedback week	04/01/16	25			
Assessment and Feedback week	11/01/16	26			

1	18/01/16	27			Review point
2	25/01/16	28	Formal feedback point		
3	01/02/16	29		Review point	
4	08/02/16	30			
5	15/02/16	31			
6	22/02/16	32		Review point	
7	29/02/16	33			Review point
8	07/03/16	34			
9	14/03/16	35		Review point	
<i>Spring Break</i>	21/03/16	36			
<i>Spring Break</i>	28/03/16	37			
<i>Spring Break</i>	04/04/16	38			
10	11/04/16	39	Formal feedback point		Review point
11	18/04/16	40		Review point	Review point
12	25/04/16	41	Feedback due		Review point
Revision and Assessment	02/05/16	42		Final review point	
Revision and Assessment	09/05/16	43			Final review point
Revision and Assessment	16/05/16	44			
	23/05/16	45			
	30/05/16	46			
	06/06/16	47		Feedback due	
	13/06/16	48			<i>Feedback due</i>

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 out 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.

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

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