

BA (Hons) Interior Architecture



The Programme Team

Programme leader

Each programme has a programme leader, ultimately responsible for its smooth running and organisation.

The programme leader for Interior Architecture is Paul Ring.

Year tutors

The role of year tutors is to coordinate the teaching, coursework, visiting speakers, attendance, etc. and generally ensure the smooth running of the course.

The Year Tutors are:

Year 1 Andrea Couture

Year 2 Peter Dixon

Year 3 , Paul Ring

Guidance tutor

You will be allocated a guidance tutor, a member of academic staff who has the duty of providing you with advice on academic, procedural and (where desired and appropriate) personal matters. Where possible, you will retain the same guidance tutor throughout your time at Northumbria.

You will be expected to consult with your guidance tutor during induction week, and regularly thereafter, including whenever modular or progression results are available, and whenever option choices have to be made.

You may in addition ask for a meeting with your guidance tutor at any time.

Teaching team

The main staff you will come across from the School are as follows:

Name	Room	Tel	Email
Manuel Cresciani	D202	227 3063	manuel.cresciani@northumbria.ac.uk
Ben Couture	C101	227 3269	b.elliott@northumbria.ac.uk
Andrea Couture	C101	227 3269	andrea.couture@northumbria.ac.uk
Ceri Green	C101	243 7015	ceri.green@northumbria.ac.uk
Peter Holgate	D203	227 3720	peter.holgate@northumbria.ac.uk
Paul Jones	D203	243 7279	p.jones@northumbria.ac.uk
Oliver Jones	C202	227 4787	oliver.g.f.jones@northumbria.ac.uk
Paul Ring	C101	2437015	Paul.ring@northumbria.ac.uk

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.

How to contact tutors

Appointments

Academic staff teach on many modules/programmes and it is strongly advisable to make an appointment by email 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.

The programme leader normally allocates time during the week when he will be available, but please feel free to see them at any time if the situation is urgent.

Notice board and the eLearning Portal

The main point of contact for staff with students is through either the programme notice board or via the eLearning Portal (Blackboard) announcements. These can inform you of timetable changes, assessment information or personal messages.

YOU MUST REGULARLY CHECK THE NOTICEBOARDS, EMAIL AND ELEARNING PORTAL ANNOUNCEMENTS.

It is particularly important to check notices at the start of the semester when timetable changes are more likely and towards the

assessment periods when important information will be displayed.



Chris Brown, Year 3 2009 – 2010

Room locations

Much of your teaching will take place in Ellison Building but you may be required to go to other parts of the University for classes. The building/room abbreviations will be explained when you receive your timetable.

The Interior Architecture studio is located in room EB C105.

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 – levels 4, 5 and 6.

Level 4

Level 4 modules introduce the student to a range of formative studies to ensure a basic knowledge and understanding of the main programme subject areas which 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 design 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.

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 final year Design Projects where opportunities will be provided for each student to demonstrate their full range of personal transferable skills.

Modules

Each module on the course carries credit points:

Single module = 10 credit points

Double module = 20 credit points

Triple module = 30 credit points

Each 10 credits represents 100 hours of student workload which on average equates to about 6–7 hours per week of lectures, seminars, preparation, revision, assessment, etc. Staff contact time will be approx 10–15 hours per week. Your own self-managed study time should amount to approx 30–35 hours per week.

Educational aims of the programme

The programme is studied in the wider context of the 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 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

The programme prepares the graduate for a wide range of opportunities in a rapidly changing professional context. The programme prepares the graduate for a wide range of opportunities in a rapidly changing professional context. It offers a balanced education that is underpinned by cultural and historical context, technology and environment, and the theory of management. The educational philosophy is in accordance with the principle of promoting "degrees with particular emphasis on design, technology and basic management skills", as recommended by



Second year design charrette review

the CIC in 1993, and is in line with thinking, which encourages variation in courses.

The programme is a member of Interior Educators (IE), a national group of Interior based programmes, and its curriculum has been informed by the Interior Educators (IE) Education Framework (2010), and is mapped closely to the Architects Registration Boards (ARB) thematic strands of Design, Technology and Environment, Communication, Cultural Context and Management.



The programme aims to:

- Develop the ability to articulate, alter and adapt existing architectures and create spaces with an awareness of context, through research, reflection, iteration and the application of specific knowledge.

- Develop an open-minded, rational and analytical approach to the creative solution of design related problems
- Develop an understanding of the broader cultural contexts, within which interior architecture sits, and their influence upon it
- Develop an understanding of the creative, technical, environmental and sustainable attributes associated with working within a given built context
- Develop an understanding of interior architectural activity within the broader context of the built environment through the acquisition of personal and general management skills
- Promote the academic, personal and professional development of all students and foster their ability to become reflective practitioners and lifelong learners
- Equip the graduate with an appropriate level of knowledge, practical and transferable skills to progress to employment within the built environment and related professional areas or further studies within the field.

This will be achieved through the following objectives, to:

- express a critical perspective on design through a background of related historical, visual and cultural studies, and an appreciation of contemporary influences on design.
- show skills and confidence in their intuitive, creative and innovative abilities.
- exercise visual sensitivity relative to understanding the nature of requirements that transcend functional adequacy in the built environment.
- understand the constraints within the discipline of design through appropriate formal study of related theory and technologies.
- demonstrate a rational, analytical and enquiring approach to the solution of design problems, which recognises sustainable issues, and environmental and technological constraints and opportunities.
- form an understanding and personal engagement with ethical, professional and social responsibilities when designing for the built environment.
- recognise that the practice of design is an economic, cultural and humanising force that stretches beyond national boundaries, through a balanced programme of activities outside the University.
- communicate design outcomes using appropriate visual, verbal and computer-based means.
- be able to research, formulate and respond to programmes or briefs that are appropriate to specific contexts and circumstances.
- demonstrate an application of the broader issues of management in the design and creation of environments through reflection and application to projects.
- analyse problems, and use innovation, logical and lateral thinking in their solution.
- be flexible and adaptable in the approach to and development of an issue, problem or opportunity.

Aims and objectives

Interior architectural design is a complex process that involves the application of implicit as well as explicit knowledge and intuitive as well as rational thinking. It requires a sophisticated interaction of art, technology, human, organisational and practice-based knowledge and skills by the individual both independently and as part of a team. The programme curriculum is designed to facilitate the development of these attributes in the students and through this support their learning, employability and future development. The essential character of the programme is derived from its experiential and holistic approach, with a strong emphasis being placed upon information retrieval, communication and personal enquiry. The modules are largely evolved around student centred learning strategies and the thematic strands of design, cultural context, technology, management and communication. They are predominantly project or assignment based, rely on experiential learning and are intended to be introductory at level 4 through principles and processes, analytical at level 5 through interpretation and application and confirmatory at level 6 through clarification and realisation.

The programmes principle focus is on project based activities which are undertaken in the studio environment, where students benefit from dedicated facilities and support from teaching staff and their peers in a learning centred environment. The studio provides students with an authentic practice based experience and fosters independent learning, time management and the practical facilities required to undertake their coursework. The content of non-studio based modules is constructively aligned and contextualised to the design project activities to provide continuity and a holistic learning environment. Lecture programmes are supported where possible by field study visits to sites, under construction and completed and urban environments. Students are encouraged to

make extensive use of studios, workshops, and computing and virtual reality laboratories to develop knowledge, skills, techniques and understanding. Interaction in this respect is regarded as a critically important factor in the learning process. The development of practical skills and techniques in the early modules includes workshops, seminars and demonstrations followed by hands on experience through assignment work. The intention is that students begin to plan and apply techniques and use facilities to develop and communicate ideas as appropriately as possible and as a fully integrated working practice within the design process.

Students are introduced to the different levels and complexities of interior architectural design problem solving on an incremental basis. This enables them to consolidate and develop a confidence within their learning outcomes, and later to develop an individual approach to their project investigations. Peer group presentations are used to review projects, encourage synergy and teamwork and prompt students to present and share the value of their work. Projects are supported by a concurrent programme of lectures and seminars in theoretical and contextual studies to increase students' understanding of the relationship between the subject matter and interior architectural practice. The nature and timing of assignment work within the supporting modules is designed to integrate with, and emphasise the holistic nature of interior architectural design, ensuring that students gradually develop an appreciation of the integrative nature of key knowledge to the design process. While some lecture based provision imparts theoretical and academic knowledge, other sessions are specially devised to encourage a design based approach to the acquisition, application and interpretation of theoretical principles. This is achieved by involving the student in active participation and debate. The management programme introduces students to the business context within

which interior architects operate, and they are given preparation for professional practice via the architectural and design project management module, with contributions from practitioners. Students are counselled on employment opportunities after graduation, alternative professional routes and progression to further studies. They are given advice from both programme staff and employers about the development of appropriate CVs, and appropriate means of seeking employment.

Programme learning outcomes

Design is central to the programme, and students develop a knowledge and understanding of design as a process, an intellectual skill, and a practical activity. An understanding of the cultural context, technology and environmental issues, and how they affect design, and the knowledge and skills to communicate and manage this process are the key to the student's successful development of design competence and design flair. Learning outcomes are therefore expressed within the headings of knowledge and understanding, intellectual, practical and transferable skills, as aspects of design, cultural context, technology and environment, communication and management.

Knowledge and understanding

- Understand the manner by which analysis, research, context, budget and preparation and development of a brief inform a design proposal.
- Demonstrate an awareness of architectural and interior architectural histories and theories, of physical, artistic and cultural contexts, and their influence on the design process.
- Understand the impact of regulatory frameworks, the needs and aspirations of clients or users and the roles of those who collaborate in the process, on design and its impact upon the wider community.

- Form considered judgments on the impact of environment, sustainability, structure and technologies on interior architecture.
- Demonstrate an understanding of the principles of building technologies, structure, environmental design and construction methods, in relation to human wellbeing, a sustainable environment, the properties and meanings of materials and their use, and process of assembly, together with the regulatory frameworks, and health and safety considerations that guide design and building construction
- Understand the influences on the contemporary built environment of individual buildings and interior environments, past and present societies and wider global issues.
- Demonstrate knowledge of the histories and theories of architecture and interior architecture, the history of ideas, and the related disciplines of art, design and cultural studies.
- Demonstrate an awareness of the principles of business, practice management, duty of care and how a small business operates.
- Recognise how buildings and spaces are designed and built in the context of architectural, design and professional practice and the framework of the construction industry within which it operates.

Intellectual skills

- Form considered judgements about the spatial, aesthetic, technical and social qualities of a design idea within the scope and scale of a wider environment.
- Be able to conceptualise, investigate and develop the design of three-dimensional objects and spaces with flexibility and agility.
- Be able to research, formulate and respond to programmes or briefs and conceive appropriate interior architectural ideas, within the context of a specific site.
- Reflect upon and contextualise individual ideas and concepts to precedence and the wider cultural landscape.
- An ability to respond to a broad constituency of interests and to the social and ethical concerns of the subject, and be able to listen, and critically respond to, the views of others and appreciate the importance of communication and dialogue in the development and discussion of design ideas.
- Identify, analyse and evaluate approaches to leadership and team-working appropriately within a given context.

Practical skills

- Demonstrate coherent interior architectural designs, that integrate social, aesthetic and technical requirements, demonstrate the integrative relationship of the interior, structure, building materials and constructional elements and the integrative relationship between climate, service systems and energy supply.
- Work as part of a team or as an individual within the context of a prescribed brief or activity. Demonstrate
- skills in using appropriate manual and digital 2D and 3D visual communication methods and media to convey and evaluate design ideas and proposals and the understanding of

and application of architectural drawing conventions.

- Use verbal and written communication methods to clearly describe and critically appraise ideas and proposals.
- Develop an ability to listen, engage and participate in informed dialogue and debate.

Transferable/key skills

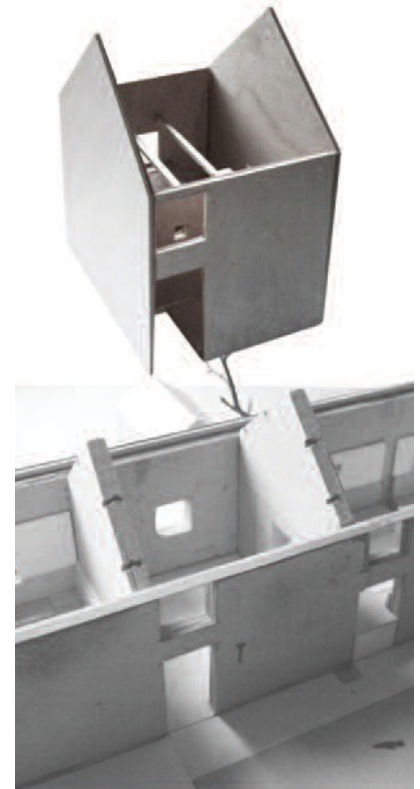
- Manage and appraise their own working practices, whether working independently or collaboratively, developing the practices of reflection and lifelong learning.
- Listen, and critically respond to, the views of others and engage and participate in informed dialogue and debate.
- An ability to select and use appropriate visual, graphic, written, verbal and digital means to communicate effectively to the intended interest group.
- Manage time effectively and work to deadlines in a managed and responsive manner.
- Analyse problems, and use innovation, logical and lateral thinking towards their solution.
- Be flexible and adaptable in the approach to and development of an issue, problem or opportunity.

Learning resources and assessment strategies

The programme is part of the architecture subject groups' suite of programmes and is assimilated with architecture accordingly. Students share some modules, taught material and learning practices in year 1 (level 4) to establish common skills, understanding and enquiry. In year 1 (level 4), design projects allow for an expression of the interior and its relationship with existing environments. Year 2 (level 5) sees the emergence of more subject specific learning, with particular reference to design projects, cultural context and technologies. Design projects provide opportunity for a more critical expression of adaptation and intervention into an existing architecture. Within year 3 (level 6), students work autonomously within the specific field of interior architecture, once more with particular reference to design and spreading in this instance to a more advanced level of cultural context, technology and management. Design projects are more complex, tackle greater programmatic and technological issues and provide an opportunity for a deeper critical enquiry within the context of adaptation.

The aim of the assessment strategy is to offer students a variety of methods to test their knowledge and understanding; intellectual, practical and transferable skills; and to prepare them for practice. Formative assessment involves reflective logbooks, self and peer group critiques, staff feedback in seminars, tutorials and interim reviews, experimentation in workshops and laboratories and practical exercises with live buildings. 50% of the summative assessment will be based on the development of a portfolio resulting from the studio design projects (BE0441; BE1113; BE1127; BE1128; BE1129; BE1130).

Throughout the course, assignments in the remaining supporting modules are related to studio projects to provide a context to learning and assessment. Research skills and an ability to analyse and communicate are tested within design based and supporting modules.



Darren Hancock, Year 3 2009 – 2010

Year structure and approach

Extracts from Programme Specification: BA Interior Architecture

This programme's approach to interior architecture is centred on a thorough investigation and understanding of the existing site as a prerequisite to the development of a designed intervention. The ideology of the programme focuses on the understanding of this relationship, between the existing context and a developed interior adaptation, towards the production of meaningful and responsive solutions to spatial and client needs. This approach is investigated and developed throughout each of the subjects' thematic strands: design, cultural context, technology and environment, management and communication and is intended to produce a graduate with a focused and articulated understanding of the discipline.

First Year (Level 4)

This introductory year is in part studied jointly with BA Architecture and intends to establish the territory and the processes associated with interior architecture. Studio based design projects are central to the curriculum and they develop in length and complexity as the year progresses. Students are taught applicable techniques and approaches and are encouraged to develop their creativity and practical knowledge through project work and supporting contextual studies. First year is about the development of awareness of issues, knowledge of simple technologies and the acquisition of fundamental skills. The projects are designed to develop a preliminary insight into the process of design through a series of individual and group exercises, which encourage experimentation with space and form, and the investigation of context,

precedent, programme, and environmental and technological constraints and opportunities, together with an increasing ability to communicate these ideas. Studio-based studies are supported by modules which introduce concepts of sustainability, and environmental, structural and constructional technologies, and cultural influences on design. Communication skills are practised in design projects and supported by a module in visual communications (which includes drawing, drafting and model making), and team working, verbal and written skills within the management module. An appreciation of management is introduced where students are able to reflect on personal responses to projects and relate these to the principles introduced in the supporting management module. At the end of the first year students have a preliminary insight into the process of design and demonstrate a successful application of their developing knowledge and skills to simple adaptation and manipulative projects. This approach gives the students the confidence to tackle the more complex design problems in Level 5.

Second Year (Level 5)

This exploratory year is again centred on the studio based design project as the principle vehicle for learning. Interior Architecture students work begin to develop a body of knowledge of approaches to interior interventions and the relationship between the host site and the adapted interior. Design projects range from small to medium scale and will focus on key areas of site history, narrative and context, re use, adaptation and environmental and technological attitudes towards the occupation of an existing structure. Projects are concerned with larger scale, more complex design problems, with an emphasis on place, context and meaning, as well as the application of more sophisticated technologies to create successful design solutions. Studies involve site and spatial analysis, planning and organisation, and the demonstration

of an understanding and imaginative application of material, structure, constructional and environmental knowledge. Students will engage with client and briefing issues, and continue to demonstrate their developing understanding of personal, team working and management skills through the management portfolio. Communication skills are developed within the design project modules (including Computer Aided Design). Modules in historical and cultural influences, technologies, spatial and structural studies and lighting design support projects, and module assignments are designed to be relevant and underpin project work. By the end of the second year students will be able to present both the process and the outcomes of their design investigations using appropriate visual, oral and written skills, reflect upon the results, and will have developed confidence in their ability to address complex design issues.

Third Year (Level 6)

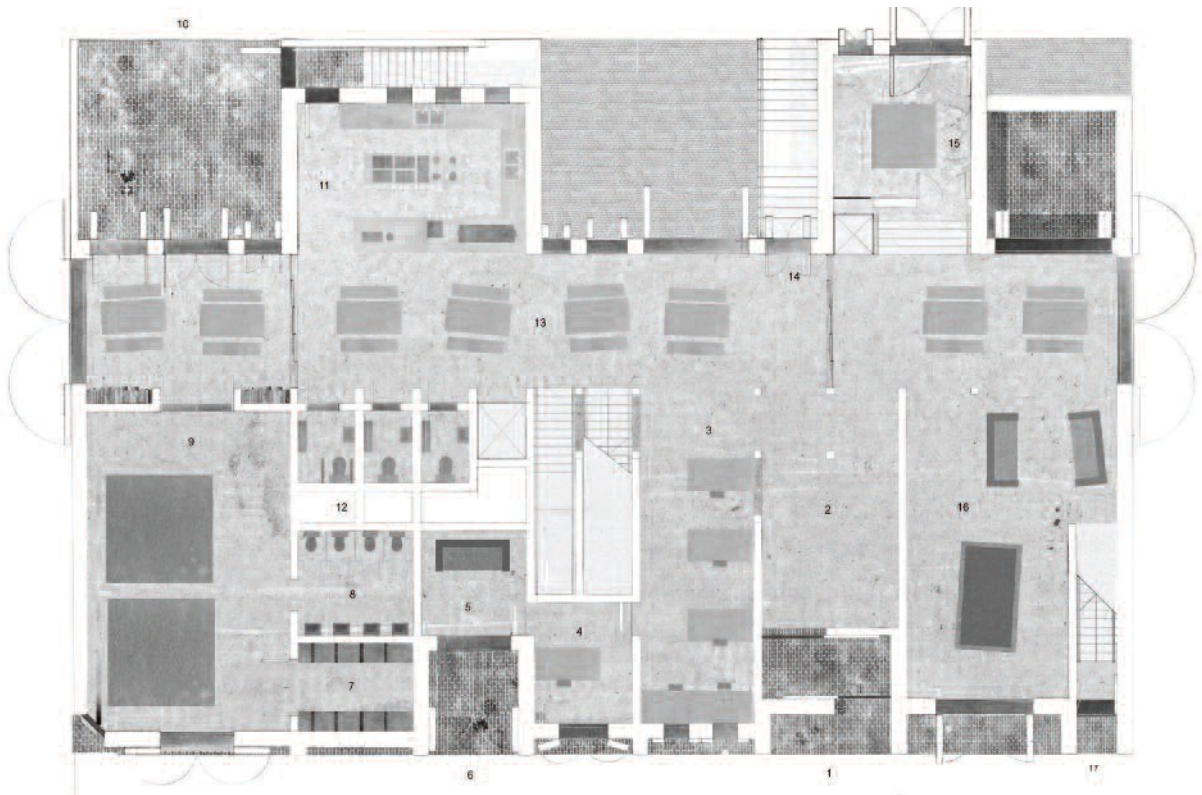
This year focuses on two major design projects as a vehicle for the synthesis of ideas and attitudes regarding interior architecture. Students will declare an articulate approach to the adaptation of existing buildings and will use the design projects to test and confirm their ideas in preparation for professional careers. Design projects will focus on more complex briefs to confirm agility and awareness within the subject. Students will demonstrate a holistic understanding of the practices of interior architecture through their portfolio of major project work and supporting cultural, environmental, and technological and management reports. The final year is designed to encourage personal exploration and a critical understanding of programmatic issues. It provides opportunity to demonstrate how complex cultural, technological and environmental issues can be integrated in realising imaginative solutions to significant design scenarios. Each of the design projects examines an aspect of

technology in detail as part of the design process. This is closely linked with the environmental and technical design module. As well as specific analysis, the objective is to understand how technology is integrated with the design process and how it both affects and is affected by it. These are supported by modules on contemporary influences and design project management, where constraints and processes in the realisation of design works are examined in preparation for practice.

Students have an opportunity to deepen their understanding by preparing a research paper on an issue related to the practice of interior architecture.

Further information

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. The full and definitive version can be found at <http://allertonavenue.campus.unn.ac.uk:8080/programmespecs/>



Matt Bailey, Year 3 2008 – 2009

Programme structure

The grid structures for each year are shown below.

First Year Structure (Level 4)						
Semester 1	Space and Design Investigations BE0441 (20 credits)	Introduction to Architectural Technologies BE1378 (20 credits)	Human Comfort: Environment Awareness BE0828 (10 credits)	Management Principles and Practice BE0884 (10 credits)	Introduction to Interior Architecture Communication BE1188 (10 credits)	Introduction to Interior Architecture History and Theory BE1197 (20 credits)
Semester 2	Architectural & Design Projects 1 BE1113 (20 credits)					

Second Year Structure (Level 5)					
Semester 1	Historical and Contemporary Influences on Interior Architecture BE1218 (20 credits)	Communicating Interior Architecture BE0969 (10 credits)	Interior Architecture Projects 1 BE1127 (30 credits)	Interior Architecture Projects 2 BE1128 (30 credits)	Technology and Environmental Applications BE1168 (30 credits)
Semester 2					

Year 3 (Final Year) (Level 6)						
Semester 1	Environment and Systems Integration BE0911 (10 credits)	Interior Architecture Projects 3 BE1129 (30 credits)	Interior Architecture Projects 4 BE1130 (30 credits)	Detail, Material and Assembly BE1146 (20 credits)	Contemporary Influences on Interior Architecture BE1152 (20 credits)	Architectural and Design Project Management BE1200 (10 credits)
Semester 2						

Assessment Regulations For Northumbria Awards

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>

Compensation

Failure in modules may be compensated at the discretion of the Examination Board and subject to Professional Body requirements. Compensation is only applied provided the level average has been met and is only permitted where a module mark of at least 30% has been attained. Up to 20 credits may be compensated at Level 4.

External Examiners

In its latest Quality Code for Higher Education published in October 2011, the Quality Assurance Agency requested details of external examiners be published in our documentation. Listed below is an outline of external examiners currently in place:

Name	Job Title	Company
Gayle Appleyard Principle External Examiner	Partner	Garagin Studios

Requirements to gain the award

Under the University modular system, each student must achieve a total of 360 credit points to receive an honours degree.

Normally, this is divided into three academic years, each year equal to 120 credit points. Each year is then divided into two semesters, with the equivalent of 60 points of study each semester. In some cases subjects are taught in multiple modules, and some single modules are taught across both semesters.

Full details of the requirements to progress through the award are given in ARNA Section 4, see web link above.

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, open up Internet Explorer or Netscape Navigator and log into the Northumbria University website at <http://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 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 Handbook. These reflect the increasing demands and expectations of standards as 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 three 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'.

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?13-0>

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) 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.