



BSc (Hons) Applied Computing

Student Handbook
2015-16

A Welcome to the Faculty of Engineering and Environment at Northumbria University

Welcome to Northumbria University and the Faculty of Engineering and Environment. Northumbria University is based in City of Newcastle upon Tyne in the North East of England. The University has excellent links with further and higher education, industry and commerce throughout the UK, Europe and beyond. Renowned for the excellence of its teaching, as well as for preparing students for the world of work, Northumbria also provides research opportunities for professional reflective practice. Northumbria is the largest university in the North East, with 33,000 students from over 125 countries. In addition, our programmes are delivered via a number of collaborative partnerships across the world enabling international students to study for a Northumbria award while remaining in their home country.

In the Faculty of Engineering and Environment our aim is to provide you with a high-quality education, great experience and excellent career opportunities. Our courses enable you to follow your subject interests and provide a clear professional emphasis. Our aspiration is that when you graduate you can establish a successful and rewarding career of your choice wherever you wish to around the world. We look forward to helping you achieve your goals through your time with us.

This is a vibrant Faculty with so much interesting and innovative work taking place and with great relevance to society and the economy. We equip students with the skills, critical thinking and knowledge needed to change the world. We aim for excellence in research, teaching and enterprise. We aspire to be amongst the best in all that we do.

For those who want to better understand the modern world, we have high quality courses that provide an advantage in the employment market. Our students live life to the full and earn respected degrees to gain a bright future. We are proud of what they achieve.

For those who want to work with us, we are always open for collaboration and business. Our research seeks to be relevant, to address the grand challenges of this century – sustainable and renewable energy and environments, the security and safety of individuals and organisations, and the transmission and integrity of data, to name just a few of our areas of expertise.

Enjoy your time with us as a Northumbria University student and on behalf of all our staff I would like to wish you success in your studies and future careers.

A Message from the Dean

Dear Student

On behalf of QA Higher Education and Northumbria University may I take this opportunity to welcome you to our worldwide community of post experience learners. You are joining a vibrant and diverse group of students and tutors in a hard-working, supportive and enjoyable environment on our programmes. You are now part of Northumbria University, whose management, professional support staff, learning resources staff and module tutors will ensure that you have a productive and successful experience.

I hope you enjoy studying for a Northumbria award.

Best wishes

Glen McHale, BSc (H), PhD, FInstP, FHEA, SMIEEE
Executive Dean and Professor of Applied & Materials Physics



A Message from your Programme Director...

On behalf of the Programme team may I take this opportunity give you a warm welcome from Northumbria University Faculty of Engineering and Environment and QA Higher Education. You are joining a vibrant and diverse group of students in a hardworking, supportive and enjoyable environment.

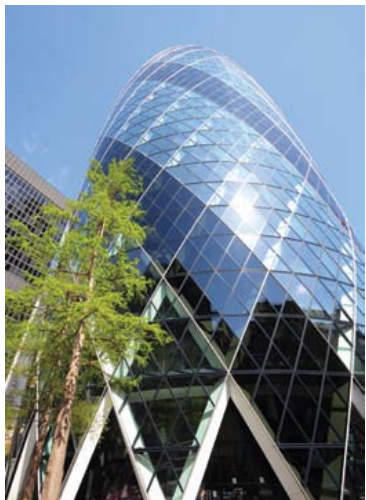
The unique programme blends flexible classroom learning, guided independent study and assessment to create a challenging and rewarding study into some of the most rapidly evolving technologies in computing.

For most students, university life opens up new freedoms and opportunities, but it can also bring many new responsibilities. This means working hard (attending lectures and seminars is only a small fraction of your overall learning experience) and doing well in your studies, but it is also important that you enjoy yourself by making new friends and developing your interests outside your studies.

After reading this guide, please do not hesitate to contact me or any member of the Programme team if you have any questions. I hope you enjoy your time here.

Programme Director
Philip Anderson

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1. Introduction

This Handbook

This handbook is designed to provide a guide to your programme of study at QAHE and Northumbria University. Specifically it details the programme aims, structure and supporting staff and also provides an overview of what you can expect from us and what we can expect from you.

This programme will provide one year of full-time level 6 study in computing, for students to gain a 'completion' BSc (Hons) award. Students will typically enter this programme with approved advanced standing from Higher National awards, Foundation Degrees (or equivalent) in the UK or overseas.

Students on this programme will take a 20 point Case Project. In support of the project, these students will take 20 points of Project Management and Professional Development issues, 20 points of Object Oriented Modelling and Design, 20 points of Object Oriented and Web Programming, 20 points of Social Issues in Computing and 20 points of Mobile Application Development. The programme will aim to extend – both broaden and deepen – students' existing computing knowledge and skills with an emphasis on applying this knowledge and these skills to practical applied computing problem domains. Additionally, it will develop students' critical abilities and general problem solving skills and lay a foundation for continuing education and self-improvement.

Students graduating from this programme should be able to:

- Plan, manage and undertake a substantial piece of project work.
- Work professionally as a computing practitioner.
- Successfully exploit a range of methods and tools in developing workable solutions to complex information system problems.
- Explore social and current issues in the computing field
- Critically appraise the suitability of current and emerging computing technologies to support a variety of domains.
- Develop transferable/key skills:
 - Communicate effectively (in writing and orally) at the appropriate business and technical level with users, management, customers and technical specialists.

Work individually and in teams, exercising initiative and personal responsibility, managing their time and learning experience

2. Programme Schedule

2015/16 Academic Calendar

	Semester 1	Semester 2	Semester 3
Induction	21/9	18/1	23/5
Teaching	28/9 – 14/12	25/1 – 14/3 4/4 – 25/4	30/5 – 15/8
Assessment	4/1 – 11/1	2/5 – 16/5	22/8 – 29/8

All students on this programme will be required to take a 20 credit Case Project, which includes elements of both individual and group work. In support of the project, all students will take 3 core modules, 20 credits of Project Management and Professional Issues, 20 credits of Object Oriented Modelling and Design and 20 credits of Object Oriented and Web Programming. Additionally, they will take 20 credits of Social Issues in Computing, which will prepare students for adopting an academic approach to their study and explore Professional, Ethical, Legal and Social issues. The remaining 20 credits will be an option, chosen from existing modules elsewhere in the School, to match each student's aspirations and prior skills, knowledge and experience.

Students will be permitted to start assessment work after enrolment and induction and once they have received the appropriate academic guidance.

You will be expected to complete the programme from within a 12 month period.

Full Time Level 6, Academic Year –

September Start

S1	LD0647 Project Management and Professional Development (20 credits)	LD0668 Social Issues in Computing (20 credits)	LD0667 Object Oriented and Web Programming (20 credits)	LD0615 Object Oriented Modelling and Design (20 credits)
S2	LD0656 Case Project (20 credits)			LD0574 Mobile Application Development (20 credits)

3. Your Learning Goals

Knowledge and Understanding

On completing the programme we want you to know and understand:

A1: The commercial need for computing applications, their nature and evolution.

A2: Core software technologies, development tools and languages.

A3: Technical, professional, security and business issues surrounding the development, operation and maintenance of computing systems.

A4: Techniques and tools for the specification of requirements, analysis, design and implementation of computing systems, thereby adopting a software engineering approach.

A5: Hardware platforms, network architectures, technologies and standards, used in and to support computing systems.

A6: Techniques, tools and issues involved in management of systems, including those impacting upon system security.

A7: Supporting and current techniques and technologies.

A8: The professional, ethical, social and legal issues involved in the development and operation of computing systems.

A9: Techniques for the application of mathematical principles to the computing domain.

Intellectual Skills

The most important intellectual skills developed on the programme are to:

- B1: Select, plan and manage individual and team-based development projects.
- B2: Discuss and critically evaluate available development tools, methods, and technologies and associated user and professional issues.
- B3: Identify a problem and select and apply effective methods and tools for its solution. B4: Select the most appropriate methods and tools for the solution to a given problem.
- B5: Analyse a simple problem domain, and build an effective software solution to given problems in that domain.
- B6: Integrate and evaluate information and data from a variety of sources. B7: Demonstrate and exercise independence of mind and thought.
- B8: Reflect on the professional and ethical issues surrounding computing applications development and use.

Practical Skills

The most useful practical skills, techniques and capabilities developed are:

- C1: Analyse, design, build and test software solutions, adopting a software engineering approach, to increasingly complex and varied computing problem domains.
- C2: Use a range of tools, techniques, knowledge and technologies in the development of computing applications.
- C3: Design and build high quality, secure computing applications with appropriate interactive components, networking and database support.
- C4: Use appropriate techniques and tools to support effective management of the development and operation of software systems.
- C5: Manage the development of a computing system and evaluate the effectiveness of the system and development process.

Transferable/Key Skills

The student will be able to:

- D1: communicate information, ideas, problems and their solution, in both written and oral form. D2: manage their time and resources efficiently.
- D3: work effectively both individually and as a member of a team. D4: exercise initiative and personal responsibility.
- D5: learn independently using a diverse range of resources. D6: evaluate and criticise their own learning experience.
- D7: apply appropriate mathematical skills to the design, building and testing of software systems.

Assessment Strategy

Assessment is regarded as an essential element in the learning process and represents more than a grade awarded on the basis of student performance. In particular, assessment provides a means for you to:

1. reflect on your performance in a module, through the use of appropriate formative processes, and in doing so further the development of knowledge and understanding;
2. in its summative form, reflect on your overall achievement in each discrete module which will subsequently feed into the overall degree classification awarded by the University;
3. develop key transferable and intellectual skills, through the variety of methods employed; and
4. demonstrate that you have achieved the key learning outcomes for each module and the overall programme.

It is recognised that assessment is an integral part of the learning process and that both formative and summative assessment contribute to the achievement of the module learning outcomes.

The Teaching and Learning Plans for each module set out the assessment strategy adopted for each module. Typically, formative tasks will provide an opportunity for you to demonstrate your learning to date and obtain feedback in order to reflect on your knowledge and understanding and the acquisition of intellectual, technical and/or transferable skills. Formative assessment methods will be used in the face to face sessions to evaluate your knowledge, application, theory and practical expertise in the topics of the particular module. These methods will typically include class discussions, class-tests, collaborative/individual presentations, lab exercises, tutorials, case studies, peer assessment, Q/A sessions and software demonstrations. Out of class, online collaboration and assessment tools and practice exercises will be used to support your studies and evaluate your progress. Feedback will be given immediately (or within a specified timeframe) on your activities.

Summative assessment is integrated as part of the learning process and comprises a mix of practical activities, written coursework, reflective practice and examinations depending on the particular module and its learning outcomes and carefully designed to provide the appropriate mix of skills, expertise and academic rigour and debate to ensure you achieve the overall programme learning outcomes.

You and your learning

The greatest challenge facing providers of education is that every individual is different in terms of their background, experience, preferences, and above all, in terms of the style of learning which suits them best. Some people learn best by reading; some by discussing; some by doing; some by listening; most by a combination of all of these. Northumbria University Faculty of Engineering and Environment and QA Executive Master's staff are trained and experienced in assisting you to optimise your own approach to learning, and in achieving the best mix of activities within the taught attendance hours. However, this time is limited so the way it is used is inevitably a compromise to meet most of the needs of most of the people most of the time.

It is important to realise that learning is a highly personalised experience, and that nobody is going to make it happen except YOU! The most skilful and conscientious teacher in the world relies on his/her students reading, discussing, questioning, analysing and thinking; much of this learning has to occur outside the classroom. Many people, particularly those who have been out of formal education for some time, find it difficult to accept the responsibility which they must take on for their own learning. This is not to say that QAHE staff will not work hard to help you, but you must realise that **help** is all that we can do. We cannot teach something which you are not prepared to try to learn.

Recognising that people often need some help in “learning how to learn”, the course does not throw you in the deep end and leave you to sink or swim! In the early stages, there will be some emphasis on establishing a common foundation of knowledge, partly through lectures and presentations delivered by the course team, partly by structured activities and reading. As the course proceeds, there is an increasing emphasis on developing students’ abilities as independent learners.

The learning that you will undertake on the course will comprise at least three key elements:

- Your contact with the university staff in taught sessions
- The work you undertake on your own
- The assessment associated with the module.

Learning Materials

Core learning materials for this programme can be found on our e-learning portal, commonly known as Blackboard. For each module there will be a ‘Blackboard Site’. This site will contain the following:

- a clear statement of the learning objectives of the module
- a teaching plan detailing the content to be covered
- module presentations and supplementary reading.
- recommended reading
- the assessment instructions, hand in date and marking criteria.

Working on your Own

Work that you carry out will fall into two categories – ‘directed’ and ‘independent’ learning. Directed learning will occur where you are guided to certain readings or activities by individual lecturers. This will typically involve background reading and/or research carried out in the workplace.

In all cases demands for directed learning will be made cognisant of the demands and pressures from other areas of your lives.

It should be noted, however, that this is a key part of the learning process and that there is an onus on you to carry out the work in order to both fully contribute to the programme. In addition to this form of directed learning, guidance will also be given in relation to activities that can be usefully undertaken to help with the completion of assignments.

Independent learning, as the name implies, encompasses activities that you manage yourself to enhance your own understanding of the subject. At the very least this should entail keeping up to date with what is being discussed within the sessions and reflecting on how this relates to your own personal and/or work situation. Extending this could involve identifying gaps in your understanding leading to further reading or discussions with ‘functional experts’ at work. Again, independent learning is an important aspect of the entire process as more than anything it is this element which will ‘customise’ the knowledge to suit your own particular needs.

Regulations and guidance

Northumbria provides guidance and frameworks to support you through all aspects of assessment. This material is available on Northumbria's web site.

For information on Assessment Regulations, Extenuating Circumstances and Academic Misconduct:

<http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/assess/assproc/assdocstud/>

5. Meet Your Programme Team

Programme Leader

The Programme Leader is the manager of the programme. The Programme Leader will provide you with details about the programme and will answer any general programme-related questions you have. Your Programme Leader is responsible for telling you about the university's assessment policies and procedures so that you know what the ground rules are. The Programme Leader is committed to helping you get the most out of the programme and, where appropriate, will liaise with your other tutors to make sure that they are aware of your needs and of how you are progressing generally.

Your Programme Leader is Clifford Brown
Email: clifford.brown@northumbria.ac.uk

Programme Director

A Programme Director is a strategic manager of a group of programmes offered within the Faculty. Programme Directors provide strategic direction to the development, design and curriculum content of programmes and support Programme Leaders and Tutors to ensure the effective day-to-day operation of their programmes.

Your Programme Director is Phil Anderson
Email: philip.anderson@northumbria.ac.uk

Programme Administrator

The Programme Administrator holds all key information regarding the programme and its students. This is the person who manages such processes as enrolment, day to day correspondence, confirmation of attendance letters, marks entry etc; they should be your initial point of contact for all general queries including timetabling queries.

Your Programme Administrator is Walieur Rahman
Email: walieur.rahman@northumbria.ac.uk

Module Tutors

For each module or unit of study, you will have a designated Module Tutor. The Module Tutor is responsible for supporting your learning and assessment. Although the Module Tutor will usually teach some classes, the primary role of the tutor is not to be a teacher. The Module Tutor's primary role is to guide you in your general learning in the subject area.

In addition to the Module Tutor, you may also have other lecturers or Seminar Tutors who will take part in the delivery of that module. All tutors will play a part in providing you with an overview of the module, guide you in your studies and assessment, discuss and share ideas with you and the group, recommend learning resources, and provide feedback on your assessment. It is important to realise that studying at university may be very different from your previous educational experience. You shouldn't expect to be taught, learning is by individual effort, and not merely by passive action.

Module	Contact Details
LD0647 Project Management and Professional Development	Shelagh Keogh shelagh.keogh@northumbria.ac.uk
LD0668 Social Issues in Computing	Jill Bradnum jill.bradnum@northumbria.ac.uk
LD0667 Object Oriented and Web Programming	Alan Maughan alan.maughan@northumbria.ac.uk
LD0615 Object Oriented Modelling and Design	Dr Julie Horton julie.horton@northumbria.ac.uk
LD0656 Case Project	Jill Bradnum jill.bradnum@northumbria.ac.uk
LD0574 Mobile Application Development	Li Zhang li.zhang@northumbria.ac.uk

Your London Contacts

Please always contact colleagues in London with any queries that you might have regarding your programme or modules.

Programme Leader: Dr. Arshad Jamal
Email: Arshad.Jamal@northumbria.ac.uk

Module	Contact Details
LD0647 Project Management and Professional Development	Dr M Hasan
LD0668 Social Issues in Computing	Dr Arshad Jamal Arshad.Jamal@northumbria.ac.uk
LD0667 Object Oriented and Web Programming	-Anwar-ul-Haq -Usman Javed Butt
LD0615 Object Oriented Modelling and Design	-Usman Javed Butt -Anwar-ul-Haq
LD0656 Case Project	Dr Arshad Jamal Arshad.Jamal@northumbria.ac.uk
LD0573 Mobile Application Development	-Anwar-ul-Haq -Usman Javed Butt

AskForHelp Library Service : ask4help@northumbria.ac.uk UK +44 191 227 4125

You have the ultimate responsibility for your learning – it is up to you to use the resources, present your own ideas, and act on the feedback. So look upon your tutors as a resource and a signpost rather than as a font of all knowledge.

Course Representatives

Course Reps are elected by you to represent the views of students on your programme to the University. They are there to take forward any programme-wide feedback, and let the University know what students are enjoying on the programme, or what students would like to see improved.

Appointments

Academic staff teach on many modules / programmes and it is advisable to make an appointment if you wish to see them.

Programme Communication

The E-learning portal and your Northumbria University Email account are an essential and well used means of communication. Please review these regularly (at least weekly) for programme/module/room changes and announcements. Also make sure that you clear old messages from your university email account as the inbox soon fills up.

Student Feedback

As a part of the University's Quality Assurance policy, the views and opinions of students are an important and valued part of continuous improvement within each programme. Formally, we ask for feedback via Programme Committees, by using questionnaires and through Staff Student Liaison Committees. Student Representatives are a key part of this process. Please ensure that you report through your Representative so that we can capture all your feedback.

5. Your Undergraduate Degree Programme

Programme Structures

BSc Applied Computing

It is possible that some of the modules and options will change over the course of your programme, sometimes due to circumstances beyond our control but also due to planned improvements in design and delivery.

It is your responsibility to ensure that the modules that are listed on the programme structure are accurately reflected on your timetable. If you have any concerns please see your Programme Administrator.

Pass Degree	60 credits at Level 6
Honours degree	120 credits at Level 6

6. Your Responsibilities

Guidelines for acceptable conduct in taught classes, study spaces, libraries and other learning environments

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

Be Quiet In Lectures and Places Set Aside For Quiet Study

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

Switch Off Mobile Phones

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

Keep To Time

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

Come Prepared and Ready To Work

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

Dispose Of Your Litter Properly

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

Use of Electronic Devices In Taught Sessions

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

Additional Guidance

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

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

Attendance

As a student, Northumbria University expects that you will attend all timetabled sessions and tutorials. If you are unable to attend at any point would request you inform the Programme Administrator.

When you begin your studies, you will see that attendances at timetabled sessions are monitored carefully by the University.

Registers are taken for various reasons, in part to ensure that all students have equal access to both their learning materials and to their Tutors.

These attendance records will be available for the end of year Examination Boards where your attendance record may be taken into consideration.

Submission of Work and Receipt of Results

It is your responsibility to submit work on time so always confirm when work needs to be submitted.

Work is submitted electronically via the e-learning portal. You should always maintain an electronic copy of your work.

It is strongly recommended that you back up all of your work to your U: drive.

Wherever possible you will receive feedback on your work 20 working days following submission.

Your final degree results will be posted to you.

Marks are unconfirmed until they have been considered and agreed by a Module Examination Board.

The rules of the University strongly discourage staff accepting gifts. While it is very kind of students to offer gifts as a sign of appreciation, please don't put staff in an awkward position.

7. Your Degree Award

Programme Awards

Standard Assessment Criteria

The pass mark for Undergraduate Level 6 modules is 40%.

Award Classifications

Classification is determined as follows:

First class honours	Average mark of 70% or above
Second class honours, upper division	Average mark of at least 60% but less than 70%
Second class honours, lower division	Average mark of at least 50% but less than 60%
Third class honours	Average mark of at least 40% but less than 50%

Assessment Regulations for Northumbria Awards (ARNA)

All students are provided with the ARNA web reference during enrolment (see below for link). All matters relating to progression and awards are contained within ARNA and you should familiarise yourself with these regulations, they are the definitive rules; the handbook information is a guide. You will be assessed under full time regulations.

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

External Examiner Details

All modules have an external examiner allocated who has relevant subject and academic experience. The external examiner receives the draft assignment or exam paper to moderate and approve before the assessment is taken by students. They also receive a sample of student work to moderate after students have taken the assessment, but in advance of the Module Examination Board.

External examiners are an important part of the quality assurance process, and are drawn from a variety of Universities across the country. Details of the external examiners for your modules are provided for your information on the module sites on the e-Learning Portal.

Handbook of Student Regulations

A copy of this is available on line at:

https://www.northumbria.ac.uk/vc/leservteam/stud_reg_handbk/taught/

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

8. Your Workload

Your degree programme is made up of a number of modules. Each module has a specific number of credits attached. The entire BSc award is 120 credits. Credits identify the total number of hours you are expected to apply to the module. Each credit represents 10 hours of learning and throughout the degree your time will be made up of the following activities:

- a) **Contact Hours:** these are the lectures, seminars, workshops and tutorials shown on your timetable for each module.
- b) **Directed/ Independent study:** this is the time you will spend preparing for seminars, writing up your seminar and lecture notes, reading the recommended texts and articles, meeting with fellow students on group work and carrying out your own research.

c) Assessment: this is the time you will be required to devote to complete the module assessment, which may include examinations, assignments, portfolio, presentations and group reports.

It is our objective to develop you as an independent learner and from the start of your university career you must appreciate the importance of the work you do outside of the lecture or seminar room.

Tutors will expect that you will have carried out the directed reading identified each week and that you have completed any preparation identified for seminars and workshops. Increasingly, as you move through the different years of the degree, there will be an expectation that you are carrying out your own research using the University's considerable learning resources in Computer Science

9. Hours of Study

The study hours for the modules are as follows:

Module	Semester based/ year long	Class Contact (part-time)	Directed/Independent and Work Based Hours	Total
LD0647 Project Management and Professional Development	Semester Based	48	152	200
LD0656 Case Project	Semester Based	30	170	200
LD0668 Social Issues in Computing	Two Semester	48	152	200
LD0667 Object Oriented and Web Programming	Two semesters	48	152	200
LD0615 Object Oriented Modelling and Design	Semester Based	48	152	200
LD0573 Mobile Application Development (Option)	Semester Based	48	152	200
	TOTAL			1200

10. Approval for Late Submissions

Personal Extenuating Circumstances

University regulations allow students to bring to the attention of Examination Boards any personal extenuating circumstances that may have significantly affected performance in examinations or other forms of assessment.

What does Northumbria define as 'Personal Extenuating Circumstances (PECs)?

Personal Extenuating Circumstances are defined as circumstances beyond the student's control that have **significantly** affected performance in any assessment designed to demonstrate skills, knowledge or competence, or as circumstances which have hindered, to some degree, the acquisition of skills, knowledge and competencies associated with any modules. PECs will be of a medical or personal nature affecting the student for any significant period of time and/or during the assessment period. For absences of up to 10 working days during normal teaching it is expected that this time will be made good through

additional study. Claims will normally only be accepted if they relate to a serious illness or serious personal trauma.

Such circumstances would normally be:

- **Unforeseeable** in that the student could have no prior knowledge of an event likely to affect their performance - e.g. suffering an accident resulting in the inability to write before a deadline for submission.
- **Unpreventable** in that having done everything in their power to ensure their safety and the safety of their work, they could not have prevented the circumstances from taking place, e.g. a house fire or a period of hospitalisation.

If you have any personal extenuating circumstances, please contact your local administrator who will be able to advise you further on how to proceed with this. Full details are given in section 10 of the Assessment Regulations for Northumbria Awards (ARNA).

Link to ARNA:

<https://www.northumbria.ac.uk/sd/central/ar/qualitysupport/assessment/assessmentregs/>

Late Submission

1. Assessment deadlines will be clearly communicated to students via notices from the relevant administrative office. All students should work to submit by these fixed deadlines.
2. A student may apply for a short extension to the submission date via their QAEM Programme Leader in conjunction with the Northumbria University Partnership Co-ordinator. If approved, evidence of the approval and the agreed submission date should be attached to their assessment. Such an approval will result in the assessment being marked as 'normal'. Extensions of more than one week will not be granted by this process. Students who need significantly more time should consider if they have grounds for a PEC (see above).
3. A student who submits their assessment late without approval is entitled to receive formative feedback on their work, but their mark for this component of assessment will be zero (ARNA regulations, 1.7, p1).
4. A piece of work which is submitted late will be clearly labelled as such at the point of submission and the student will be provided with a receipt advising them that the work has been accepted beyond the submission deadline.

In all cases, administrative staff will take into consideration issues such as length of queues etc. when applying the deadline.

11. Ethics and Governance

The link below is to Northumbria University's Research and Ethics webpages. The pages and the companion Ethics and Governance Handbook (also available at the link below) have been developed to ensure that there is a University-wide repository of information about Northumbria's policies, practices and guidance.

They are intended to be a guide to staff and students and to promote best practice for the ethical conduct of research.

<http://www.northumbria.ac.uk/researchandconsultancy/sa/ethgov/>

12. Programme Management Support - Frequently Asked Questions

My problem is...

... A serious personal problem which is affecting my ability to study.	You need to speak with your Programme Administrator who can give you advice as to how best the University can support you.	Your Programme Administrator can provide you with information regarding which University Service (accommodation, student finance, etc.) is best for you to talk to. In addition, depending on the circumstances, they might also recommend that you submit a Personal Extenuating Circumstance Claim due to your problems, and they will be able to advise you of the evidence you may need of this and how to fill out the form.
... I need an extension for an assignment.	You need to speak with your Programme Administrator, only they can give extensions. They will normally ask for a good reason for the extension.	Your Programme Administrator can only give extensions of up to two weeks. Any extensions beyond this period have to be claimed through the Personal Extenuating Circumstance system where you would be asked to provide documentary evidence regarding why you needed the extension.
... I have a problem with a module I'm studying.	You need to speak with the module tutor. Arranging an appointment via email is often the best way to contact tutors.	In all instances at QAEM, if you have an issue with a module or the teaching on a module, you need to speak to the academic member of staff concerned first. If you are unable to resolve your issue with the module tutor, only then should you involve your Course Rep who would raise this further on Programme Committee Meeting or involve your Programme Leader.
... I don't know who to ask about my problem.	You need to speak with your Programme Administrator who can give you advice as to how best the University can support you.	Usually your Programme Administrator can advise you of the best person to speak to.

13. Glossary of Common Terms and Phrases

BSC	BSC (Hons) Applied Computing	This is an example of your programme.
ARNA	Assessment Regulations for Northumbria Awards	These are the assessment procedures and regulations that will govern your study.
Blackboard	E-Learning portal	All modules are supported by Blackboard (Bb). An integral part of your module study.
Level	MA MSc MBA	Master of Arts Master of Science Master of Business Administration
Module	An individual unit of study with its own module code (see below), curriculum, learning outcomes, teaching and learning methods and assessment.	Each module will count 10, 20 or 60 credits (dissertation only) towards the 180 points required for a Masters degree. Modules will denote the subject area and module number (eg. HR0892)
PD	Programme Director	The programme director is responsible for the strategic development of a suite of programmes, of which your programme is one part.
PL	Programme Leader	The programme leader is responsible for the day to day running of your programme.
Semester		The academic year is split into two semesters consisting of both teaching and assessment weeks.
Teaching & Learning Plan (TLP)	Contains detailed information about a module's aims, objectives, syllabus, learning outcomes, assessment, reading, teaching plan & delivery pattern.	Will be provided in each module's 'Study Guide' and/or on Blackboard.

And Finally...

Best of luck, we are confident you have made the very best choice, enjoy your work, enjoy the course and enjoy the opportunities BSc (Hons) Applied Computing will bring.

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](#)

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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](#).

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