School of Life Sciences 2011

Guide for Students

northumbria
UNIVERSITY

School of Life Sciences

Contents

Welcome from the Dean

I'd like to take this opportunity to welcome all new students into the University and to the School of Life Sciences. Our School offers a variety of programmes that encompass chemical, genetic, cellular, physiological, medical, psychological and social elements – but all are designed help you come to a critical understanding of current research in your field. I hope you will find your own programme both challenging and enjoyable – but rest assured that you have chosen to study in a School that not only has an excellent reputation for the quality of its academic programmes, but which is also known for its excellent environment and for the impact of its research, consultancy and community activity.

In the months to come you'll meet and mix with professors, lecturers, research students, technicians and administrative staff – all of whom take pride in their work and in their role in creating top class graduates that genuinely add something to society and the economy. We are a lively, friendly group and enjoy a reputation for scholarship, enthusiasm and cohesiveness – so welcome to the family!

Professor Pam Briggs, Dean of School

1. Introduction

1.1 About this Guide

This guide is designed to provide you with information which may be useful while studying a programme within the School of Life Sciences at Northumbria University and the support networks that are provided. After reading this guide if you have any further questions please do not hesitate to contact your programme leader or a member of the administrative staff. A glossary of common terms and phrases can be found in Appendix 1 and a list of useful web links in Appendix 2. A handbook relating to your programme is also available. This contains information that is more specifically related to the Programme you are studying.

The University also produces a University **Handbook (NU11)** which contains details regarding all services the University provides to support you during your studies. You should have collected this at the enrolment session.

Much of the other information that you will need is to be found in comprehensive and definitive form on the Northumbria website. A key page is entitled '**MyNorthumbria**'. You reach it by clicking on 'Staff/Student' on the University homepage (**www.northumbria.ac.uk**) see page • •.

Please note that where summary accounts of University and School-based regulations/procedures are provided in this handbook, you must be aware that these are not the full regulations, and definitive versions are to be found elsewhere.

This handbook will show you where these versions are to be found on the University website.

1.2 Brief Overview – Life Sciences

Life Sciences is a brand new School – a marriage of the former School of Psychology and Sport Sciences and parts of the School of Applied Sciences. It comprises six academic departments
http://www.northumbria.ac.uk/sd/academic/lifesciences/

Biology, Food and Nutritional Sciences
www.northumbria.ac.uk/sd/academic/lifesciences/ad/bfns/

Biomedical Sciences
www.northumbria.ac.uk/sd/academic/lifesciences/ad/biomed/

Chemical and Forensic Sciences
www.northumbria.ac.uk/sd/academic/lifesciences/ad/cfs/

Psychology
www.northumbria.ac.uk/sd/academic/lifesciences/ad/psych/

Sport and Exercise Sciences
www.northumbria.ac.uk/sd/academic/lifesciences/ad/ses/

Sport Development
www.northumbria.ac.uk/sd/academic/lifesciences/ad/sdmc/

Together the Departments have built up an excellent reputation for research and consultancy activity and a portfolio of high-quality undergraduate and postgraduate degrees. The launch of the new School marks the culmination of a remarkable period of growth across the life science disciplines, embracing a £5 million refurbishment of bioscience and psychology laboratories and a state-of-the-art suite of sport science laboratories that form part of the new £30 million City Campus investment. **www.nusportcentral.co.uk/**

An exciting research culture thrives within the School, with significant success in the Research Assessment Exercise 2008 (RAE) across departments. We deliver regional, national and international research projects, working collaboratively with many external organisations including government agencies and funding bodies, multi-national companies, community groups, regional agencies and SMEs.

The School of Life Sciences comprises of six departments that offer a range of undergraduate and postgraduate degrees.

1.3 The Academic Calendar

Semester One		
Enrolment *(International Students)*	Friday 16 September – Saturday 17 September	2 days
Enrolment *(Home Students)*	Saturday 17 September	1 day
Induction	Monday 19 September – Friday 23 September	1 week
Teaching Weeks	Monday 26 September – Friday 16 December	12 weeks
December Congregation for courses completing after June Examination Boards	Monday 5 December – Tuesday 6 December	2 days
Winter Break (student self-directed time)	Monday 19 December – Friday 6 January	3 weeks
Main Assessment Period	Monday 9 January – Friday 20 January	2 weeks
Semester Two		
Teaching Weeks	Monday 23 January – Friday 30 March	10 weeks
Spring Break (student self-directed time)	Monday 2 April – Friday 20 April	3 weeks
Teaching Weeks	Monday 23 April – Friday 4 May	2 weeks
Assessment	Monday 7 May – Friday 25 May	3 weeks
Final year results published	Tuesday 26 June	1 day
Summer Award Congregations (provisional)	Wednesday 11 July – Tuesday 17 July	1 week
Reassessment Period	Monday 20 August – Friday 24 August	1 week

The following dates apply to most taught programmes in the University. Please refer to your Programme Handbook for a detailed summary relevant to your programme.

Semester Dates
Semester One Starts – Monday 19 September 2011
Semester One Ends – Friday 20 January 2012
Semester Two Starts – Monday 16 January 2012
Semester Two Ends – Friday 25 May 2012

Term Dates
Autumn Term Starts – Monday 19 September 2011
Autumn Term Ends – Friday 16 December 2011
Spring Term Starts – Monday 9 January 2012
Spring Term Ends – Friday 30 March 2012
Summer Term Starts – Monday 23 April 2012
Summer Term Ends – Friday 8 June 2012

Students must note the above dates including **Main Assessment and Reassessment periods** and ensure their availability to fulfil all academic requirements for their programme of study.

Students should also note the following dates when the University will be closed:

- Good Friday 6 April 2012
- Easter Monday 9 April 2012
- Bank Holiday 7 May 2012
- Bank Holiday 4 June 2012
- Queen's Diamond Jubilee 5 June 2012
- Bank Holiday 27 August 2012

1.4 Your timetable

You are able to access your timetable via a University web page called **MyNorthumbria** (see page 22) and are advised to check your timetable regularly to keep up-to-date with any changes to class times, days and rooms. Additionally, any individual module changes may be announced on the eLearning Portal, also known as Blackboard (see appendix 7).

1.4.1 How to read timetable information

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

Denotes the module code   Denotes lecture or laboratory

```
GE0240                          lecture
ACC1/L1/01
175              EBB0001 (TLT)


Staff        Weeks            10–11,
Name                              13
```

Denotes room number (brackets refers to type of room – TLT = Tiered Lecture Theatre)

Denotes the week numbers, NB these DO NOT correspond to the semester week numbers – see timetabling week numbers below
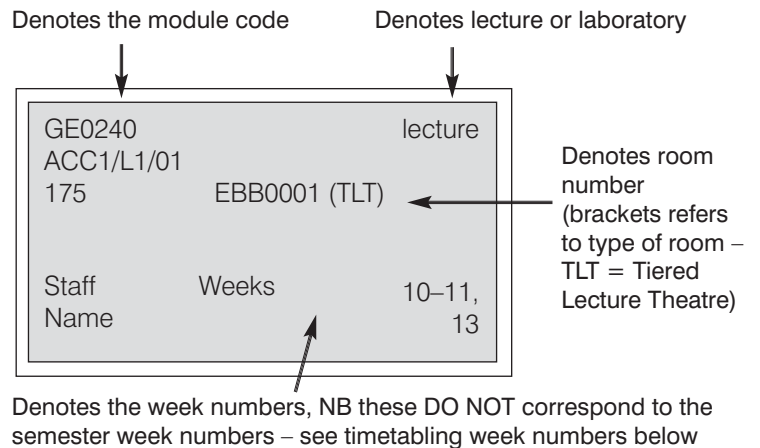
Week Number	Date	Week Number	Date
1	27-Jul-09	27	25-Jan-10
2	3-Aug-09	28	01-Feb-10
3	10-Aug-09	29	08-Feb-10
4	17-Aug-09	30	15-Feb-10
5	24-Aug-09	31	22-Feb-10
6	31-Aug-09	32	01-Mar-10
7	7-Sep-09	33	08-Mar-10
8	14-Sep-09	34	15-Mar-10
9	21-Sep-09	35	22-Mar-10
10	28-Sep-09	36	29-Mar-10
11	5-Oct-09	37	05-Apr-10
12	12-Oct-09	38	12-Apr-10
13	19-Oct-09	39	19-Apr-10
14	26-Oct-09	40	26-Apr-10
15	2-Nov-09	41	03-May-10
16	9-Nov-09	42	10-May-10
17	16-Nov-09	43	17-May-10
18	23-Nov-09	44	24-May-10
19	30-Nov-09	45	31-May-10
20	7-Dec-09	46	07-Jun-10
21	14-Dec-09	47	14-Jun-10
22	21-Dec-09	48	21-Jun-10
23	28-Dec-09	49	28-Jun-10
24	4-Jan-10	50	05-Jul-10
25	11-Jan-10	51	12-Jul-10
26	18-Jan-10	52	19-Jul-10

Christmas and Easter Vacations

Week contains a Bank Holiday

Semester teaching weeks

Exam Weeks

1.5 Confidentiality and Data Protection

Confidentiality is a concept enshrined both in ethical and legislative frameworks within society and forms the basis of good practice. When you enrol as a student at Northumbria, you agree to the sharing of information in respect of academic performance. Details of how to restrict the public display of your data is found in Section 16 of the Handbook of Student Regulations.
www.northumbria.ac.uk/static/5007/uso/section16.pdf

Please note that due to data protection legislation, we do not discuss your progress with any third party. In terms of information which is not strictly to do with academic performance, confidentiality and the appropriate disclosure of sensitive personal data is sometimes very hard to manage. When dealing with difficult student issues, situations may arise when we need to discuss information with another person. As a general principle, if you refuse or do not give consent, information about your personal circumstances cannot be shared. However, there may be exceptional circumstances where there is a need to act without your permission, and there is a legal requirement to disclose the information, e.g. where there is immediate risk to yourself or others. In such circumstances failure to disclose could be regarded as a breach of our Duty of Care.

The Counselling Service has a statement on confidentiality, which you may wish to view:
www.northumbria.ac.uk/counselling

1.6 Life Sciences Health and Safety Policy

Health and Safety awareness is an important element of any working environment, not only because it is sensible, but also as a legal requirement. Everyone (student or staff) is responsible for his or her own safety, whether on campus or studying elsewhere. The University abides by the Health and Safety at Work Act 1974.

Many teaching areas, especially laboratories, housing potentially hazardous equipment or materials, are subject to a compulsory induction course before facilities can be used. Your Programme Handbook will include details on this and module tutors will provide you with further details, where applicable.

The University works to ensure that room occupancy is not exceeded, that equipment is well maintained and that emergency procedures are in place and regularly tested. It is essential that each user is considerate of others and does not wittingly create a hazard by, for instance, propping open fire doors. It is the responsibility of all individuals to leave all work areas clean and tidy. Where buildings have a staffed reception, this provides monitoring of arrivals and departures in the building and

provides some measure of deterrence to intruders. It is however essential to be vigilant. Security staff patrol the campus and are on call to respond to emergency calls.

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

First Aid
The University provides a network of First Aiders covering all sites. In the event of sudden illness or injury the first aiders should be the first point of contact.
For First Aid Assistance call 227 3999
For Medical Emergencies call 227 3200.

Fire and Evacuation Procedures
Department staff acting as fire marshalls have been nominated for all areas. All students and staff will be guided to evacuate the building by the nearest exit and gather at the designated safety point as soon as the fire alarm is raised. For an extreme emergency call **Security on extension 3200.**

1.7 Life Sciences Ethics Policy

The School has a policy on Ethics in Research and Consultancy, which all staff and students are required to observe.

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

The University's Ethics and Governance Policy can be found at:
 www.northumbria.ac.uk/researchandconsultancy/ sa/ethgov/policies/

1.8 Equality and Diversity Statement

The School of Life Sciences strongly supports the University's policy on Equality and Diversity
www.northumbria.ac.uk/eqdiv/

In order that the University's purposes may be properly realised, it is essential that students should be able to work in conditions which permit freedom of thought and

expression, but within a framework of respect for the rights of others. As such, the University employs a Single Equality Scheme which operates to eliminate discrimination on the grounds of gender, age, ethnic origin, disability, sexual orientation or religious belief.

We take equality and discrimination issues seriously. Should you have any queries or concerns, please refer to the policy and/or contact a relevant member of academic staff, Student Support and Wellbeing or the Students' Union.

1.9 Criminal Record Bureau (CRB) check

Ilf you are involved with any of the volunteer programmes at the University, (e.g. Team Northumbria Community Programmes or one of the Students into Schools modules) you will receive a CRB check free of charge and this can be used to support other university work in some cases. Alternatively you may be required to pay the fee, currently £44.

Any student seeking a CRB check must follow the procedure below:

You must advise administrative staff in the Student Support and Advice Centre on the ground floor of Northumberland Building that you wish to apply for a CRB check (Enhanced Disclosure) indicating whether you wish the pack to be sent to your home or term address and whether the CRB is required by (for example) Team Northumbria, for research purposes or for a specific module (stating module code).

A CRB pack and application details will be sent to you. Upon receipt of this you must complete the application form and post to the address given in the pack. A cheque must also be enclosed. The results of the check will be communicated to you using the address given.

If you are applying for a CRB check related to a placement you can apply online by using the following link:
www.northumbria.ac.uk/sd/academic/lifesciences/ studsupport/crbcheck?view=Standard

The University can take no responsibility for any changes to legislation that are made by the Government with regards to Criminal Records Bureau checking. Please be aware that the guidelines for completing a CRB form may be subject to change at any time. The University will not contribute any funds towards a CRB check for any student.

2. Programme Information

2.1 How does your programme work?

Your programme is based on the accumulation of credits for successfully completing modules. To be awarded an Honours degree students need to accumulate 360 credits at the appropriate levels. Masters programmes require 180 credits but at a higher level.

Each module is worth an identified number of credits. This 'credit value' is based on the notional number of hours of student effort required to successfully complete the module. One credit is usually equivalent to a notional 10 hours of student effort. Therefore, a 10 credit module would require 100 hours of effort, a 20 credit module 200 hours, etc.

As part of your effort you will spend a significant amount of time undertaking independent or directed study. This could involve for example:

- recommended reading independent research preparing for seminars
- writing assignments and revising for examinations

2.2 Programme awards and regulations

(NB: Awards can vary between programmes so check your programme specific guide.)

2.2.1 Honours Degree

Undergraduate students begin their course of study by following an Honours degree programme. This constitutes 360 credit points (120 each at Levels 4, 5 and 6). Progression between these levels is subject to student performance. Masters students follow a 180 credit programme at Level 7 with a progression point normally at the end of 120 credits. See the Assessment Regulations Form Northumbria Awards (ARNA) for details on this
www.northumbria.ac.uk/static/worddocuments/ardocs /ARNA_overview.doc

Honours degrees are classified according to the following broad parameters of relevant marks:

First: Average of 70% or above
Upper second: Average mark of above 60% but below 70%
Lower second: Average mark of above 50% but below 60%
Third: Average mark of above 40% but below 50%

2.2.2 Credits, Certificates and Diplomas

Students who fail to meet the requirements to proceed on their honours degree at the end of their first year will receive **credits** for the modules that they have passed and may in some cases be given the option to repeat the year. Students who fail to meet the requirements for progression to an Honours award at the end of the second year may receive a University **Certificate of Higher Education** (if they have achieved 120 credit points at Level 4 or above) or to interrupt their studies to retrieve missing credits. Students who fail to meet the requirements for an Honours degree in the final year may be awarded a **University Diploma of Higher Education** if they have achieved 240 credit points (with a minimum of 120 at Level 5 or above). Your programme leader will be able to advise you further about credits, certificates and diplomas.

2.2.3 Changing Programme/Withdrawing From or Interrupting your Studies/Retrieving Credits

Students who fail to achieve 120 credits at Level 4 or at Level 5 may be given the option to retrieve missing credits the following year. Progression on your Honours programme will be suspended while you retrieve these credits.

Should you need to interrupt your studies due to unforseen circumstances (For example health or personal issues) you must discuss this with your Programme Leader as soon as the problems arise. The timing of this decision will influence the credits that you have accumulated and can carry forward. Evidence supporting your request for interruption would normally be required.

Occasionally students want to leave their programme, or the University. It is essential that you contact your programme leader (or guidance tutor, or any other member of staff that you feel comfortable talking to), as they will be able to discuss your concerns with you, and offer advice on options open to you.

PLEASE TALK TO SOMEONE BEFORE LEAVING – WE MAY BE ABLE TO HELP OR MAKE YOU FEEL MORE CONFIDENT ABOUT YOUR DECISION TO LEAVE.

If, however, you still feel that leaving is the best decision for you, then you need to **formally withdraw from your programme by completing two forms;** a School form to be signed by your programme leader and a form for your LEA. Forms are available from the School Office, or ask any member of teaching staff to help you access the forms. If you fail to do this, you may be liable for fees – and a 'failure' on a programme will look worse to potential programme leaders or employers than a 'withdrawal'.

Please note that it is not always possible to transfer to another Northumbria University programme, or another

University, mid-term – so it may be that you need to take the rest of the year off (interrupt your studies) and start again the following September. If you withdraw after successful completion of levels of the programme, you may be awarded a relevant Certificate/Diploma award. If you partially pass a year, you will receive credits, which MAY be accepted by another University.

Please note, that there may be financial implications due to change or withdrawal from your programme and you should discuss this with your programme leader and/or Student Support and Wellbeing.

2.2.4 Learning and Teaching Methods

Programme subject content is delivered via modules. The module descriptors and module guide describe the content of the module and its teaching, learning and assessment approaches, together with the notional student workload which may (depending on the particular programme you are studying) be divided between lectures, practical classes, fieldwork, seminars, workshops, tutorials, directed and independent learning and assessment.

At the start of a module, Module Guides are routinely distributed. The Module Guides will include the aims and learning outcomes of the module being studied. Module Leaders are responsible for coordinating the module.

Lectures are supported where appropriate by seminars, laboratory classes, fieldwork and workshops that allow a range of teaching and learning approaches to be used. Seminars are used to develop understanding and application of the knowledge delivered in lectures. As such students may expect to undertake a range of activities within seminar sessions. Such activities may include case study analysis, group discussions, individual or group presentations, problem-solving and exercises related to the subject. The smaller size of group in seminars enables students to benefit from formative feedback given during the seminar sessions.

Workshops, fieldwork and laboratory classes are utilised, where appropriate, to develop understanding and application of information in relation to the module being studied. As with seminars, they involve smaller group sizes and will utilise a range of activities to develop the skills required.

Tutorials are used to give small group and one-to-one support for assignments and personal development planning. A number of modules provide students with electronic resources made available via internal networks or the internet. Email contact between staff and students is common.

Independent and directed learning is incorporated within each module. This increases as students progress through the programme and culminates in a final

Honours project, dissertation or thesis. The departments within the School of Life Sciences are committed to helping all our students reach their full potential. The quality of experience that we provide for all our students is of paramount importance to the departments. We therefore ask you to adopt some simple points of good practice and courtesy, outlined in Appendix 3, in all of your taught classes.

It is the responsibility of the student to attend scheduled classes and/or carry out prescribed learning activities for the programme of study on which they are registered.

He/she is also expected to know when work is due to be submitted and when and where examinations are scheduled, and to attend those assessments and submit the work required. This includes any referred (resit) assessments. If a student fails to attend/submit assessments without proven good cause, the examiners will deem the student to have failed the assessment concerned. All components of assessment for a module must be attempted in order to pass a module.

2.2.5 Programmes
Each programme has a Programme Handbook within which is detailed a great deal of useful information. Use the Programme Handbook to get information about all of the areas listed below:
- Programme Staff
- Academic Calendar
- Programme Structure, including Progression Points or Stages
- Programme Aims – Learning Outcomes
- Module Synopses
- Assessment Schedules (hand-in dates and times for all assessments so you can plan your time appropriately)

2.2.6 Modules
Your programme of study, or degree course, will contain a number of different modules wherein you will study a range of issues and themes associated with your chosen programme. Each module has a Module Guide within which is detailed information relevant to the subject being studied and the teaching, learning and assessment methods employed.

2.2.7 Assessment
A range of assessment methods, linked to the module learning outcomes, are used to support, inform and motivate students' practical and intellectual development. This includes, where appropriate, the development of personal and interpersonal skills. Examples of assessment methods include work-based assignments for part-time students, group assignments and presentations, the use of logbooks, lab workbooks and traditional examinations. Criteria are provided (See Appendix 4 for general guidelines but please refer to both

the Programme Handbook and Module Guide for more detailed information) to enable students to understand what is expected of them and how they will be judged on their performance. Informal feedback on progress also takes place, particularly in seminars and workshops and through non-assessed tests, essays and assignment preparation discussions.

Assessments are moderated at both the setting and marking stage. This takes place internally at Level 4, and internally and externally at higher levels. Feedback is obtained from staff, students and external examiners and is used in both programme and module reviews. The purpose of assessment is to reinforce learning and to enable you, and your tutors, to demonstrate, measure and judge your achievement against the stated learning outcomes of each module and to assess your level of achievement against the standards required for the Programme Award degree.

Assessment is used to:
- facilitate and reinforce learning
- measure and judge your performance over a part of the programme using published criteria and against the relevant module learning outcomes
- provide feedback about your performance, helping you to identify strengths and weaknesses
- recognise and credit achievement at the point where it occurs
- determine your suitability to progress to the next level of the programme
- determine the award of an appropriate qualification

2.3 Marking of Assessed Work
All assessed work is marked and then moderated in accordance with University regulations in order to ensure fairness and consistency. Assessment that counts towards your final degree classification is also subject to external scrutiny by an examiner appointed from another university to ensure consistency both within the University and across other universities offering the same programme. Once the marks are agreed, final approved marks will be released to students in early July.

Conformity with academic conventions of writing, referencing and presentation standards is expected within academic work. Your written work will be assessed for the standard of grammar, spelling, referencing, presentation and, where applicable, appropriate use of appendices.

Student work is marked according to the generic grade descriptors in conjunction with module-specific criteria. The generic grade descriptors (see Appendix 4) provide an overall indication of expectations relating to a particular classification, whilst module-specific criteria provide more detailed and content specific marking

criteria. These module specific criteria are provided for you in the module outlines/guides.

Please note that the School of Life Sciences adopts strict policies for assessments:

- A mark of zero will be recorded for any work handed in after the deadline
- Where word limits or page limits are exceeded, penalties apply
- If a student has not **attempted all summative assessment components** associated with a module of study they will be deemed to have failed that module, irrespective of the overall module mark

Please refer to your Programme Handbook and Module Guides for specific criteria.

2.4 Hand in Procedure

Unless otherwise stated, all assessed work is submitted to the Student Support and Advice Centre (SSAC) on the Ground Floor of Northumberland Building (NB056) (Please see section 3.1 for further details on the SSAC) by the date and time published by the module tutor in the module guide. The work is to be accompanied by an Anonymous Marking Front Sheet which is readily available from the Student Support and Advice Centre (NB056).

In completing this form, you are required to sign a statement confirming that you are familiar with the regulations relating to cheating, plagiarism, etc. This form must be signed by the student whose work is being submitted (it cannot be signed for you by a friend).

Please ensure you retain a copy of your receipt as this is your proof of submission.

Work submitted after the published deadline is awarded a zero mark. Due to the serious consequences of late submissions, you should always try to submit your assignments in advance of the due date. This way, any last minute problems with your printer or public transportation (these are NOT considered valid reasons for late submissions) will not be disastrous. Do not give work to other people to submit on your behalf.

It is your responsibility to ensure that the work has been submitted by the prescribed date. In extremely exceptional circumstances work may be submitted by post but this must be agreed in advance by the programme leader. Receipt of the postal date (available from the Post Office) must be retained as evidence that the work was posted by the submission deadline.

Students must retain a copy of all assessed work in case of unforeseen problems (including disputes over page or word limits) – it is advisable to word process all work and retain the copies on your space on the University server.

It is critical that you complete all assessments required by the advertised deadlines. If you fail a module due to a non-submission, this will be detrimental to your overall level profile. There is no automatic right to re-sit a module and each fail damages your overall average and number of credit passes. Students who fail to submit are risking their academic profiles. If you fail to achieve the level average required to be eligible for resits, you will have failed your programme of study and will be required to withdraw from the University. Always complete assessments on time – do not damage your final degree award or risk failing the programme!

Occasionally, students may require an extension of time to complete an assessment and/or another chance to sit an examination, owing to adverse personal circumstances. Some details on this follow in Section 2.11 but full details on Extensions of Time (Late Authorisation) and how to claim for Personal Extenuating Circumstances, will be circulated separately.

2.5 Feedback on Assessment

Module marks are not published publically and any marks initially supplied by module tutors are provisional and subject to Exam Board approval. Staff will provide feedback via a summary comment sheet making reference to the marking criteria. Feedback comments help explain the mark awarded but particular emphasis is also placed on providing information that will help students to achieve improvements in subsequent submissions. Staff may also hold specific feedback sessions to return marked work, to comment on the standards achieved in relation to the set criteria and to offer the opportunity for students to seek clarification. Feedback on examinations may also occur via these scheduled sessions.

Exceptionally, these feedback sessions may be followed by individual student tutorials. Through the guidance tutorial system, students are encouraged to reflect on the feedback received across all their modules. Module tutors will indicate in the module handbook the date that the marks will be available and in due course the tutor will arrange for the work to be collected.

2.6 Academic Misconduct – Plagiarism, Collusion, and other forms of unfair advantage

A very serious view is taken of any form of unfair advantage sought and used by students to gain higher marks than might otherwise have been awarded. Exam Boards have the power to fail candidates for all or part of an assessment, or for the whole programme, in which an academic irregularity has occurred and to determine whether the candidate can continue on the Programme.

The following summarises the position in the University Assessment Regulations regarding what constitutes 'unfair advantage' but does NOT replace these regulations. You must familiarise yourselves with the full position in the University Regulations (See Assessment Regulations For Northumbria Awards Appendix 1).

Referencing your work
You will be expected to fully reference your work in the text and in a bibliography, using the correct referencing style as detailed in the programme handbook. Good quality referencing provides evidence of your independent study/research. Poor referencing makes you vulnerable to a charge of plagiarism.

The University publication Cite Them Right provides guidelines. This can be bought from the University Shop and is also available on the University website:
www.northumbria.ac.uk/sd/central/library/resources/referencing/cite/
The booklet system includes instructions on:

i) Properly referencing the sources of the arguments and ideas at appropriate points within a piece ofsubmitted work.

ii) Providing full citations of all sources (books, articles, websites, newspapers, images, artefacts, data sources, programme code, etc.) that have been referred to in the piece of submitted work. This is done in a reference section at the end of the submission. Precise referencing also serves the purpose of assuring the University that the work students have submitted is their own work and that the work and opinions of others have been properly acknowledged. Please see ARNA **(www.northumbria.ac.uk/sd/central/ar/lts/assess/assproc/assdocstud/)** for the penalties associated with inappropriate referencing.

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

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

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

Collusion
Appendix 1 of ARNA also details information on collusion. Collusion is said to exist where a candidate:
- submits as entirely his/her own, with intention to gain unfair advantage, work done in collaboration with another person.
- collaborates with another candidate in the completion of work which is intended to be submitted as that other candidate's own work.
- knowingly permits another candidate to copy all or part of his/her own work and to submit it as that candidate's own unaided work.

Many modules use an assignment of some kind to help assess the extent to which students have achieved specified learning outcomes. Some assignments require a student to write an essay and in such circumstances, it is imperative that the preparatory reading, structuring of the material and expression of ideas must be each student's own individual work. Similarly, an assignment requiring a library search or the use of the internet should be carried out individually by students.

The same is true for reports of empirical research. All sections of the report must be each student's own work, even if the research has been planned, conducted, and analysed in collaboration with other class members. It is quite possible for the individual students who were involved in conducting an experiment together to obtain quite different marks. If students collude in the writing up of any section of such a report, then they will be penalised accordingly.

Please note that having someone proofread your work for grammar and spelling is not considered collusion, but you must be careful about whom you ask to do this for you. You should not give any version (draft or final) of your work to a student who is completing the same

assignment for any reason. If you do, you run the risk of the other student using your work inappropriately and both of you falling under suspicion of collusion.

Turnitin UK – Electronic Plagiarism Detection

Turnitin is the global leader in electronic plagiarism detection. It is a tried and trusted system and over 80% of UK universities have adopted it, as well as a number of schools, FE colleges, professional and awarding bodies. Turnitin will help you to avoid 'cut and paste' plagiarism. Use Turnitin to:

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

It is easy to use and requires minimum training:
www.submit.ac.uk/static_jisc/ac_uk_index.html

Falsifying Data

This is the presentation of data in reports, assignments, dissertations, etc. based on experimental work falsely purported to have been carried out by the student, or obtained by unfair means. Falsifying signatures of individuals who may or may not have taken part in a research project is also classified as academic misconduct.

Dishonest Practice

The use of any other dishonest practice, not so far identified, in order to gain advantage (in other words, anything not mentioned above which the University deems to be unfair). This includes the use of ghost writing services, impersonation in examinations and the fabrication of adverse personal circumstances.

2.7 ARNA (Assessment Regulations for Northumbria Awards)

Assessment Regulations for Northumbria Awards (ARNA) are the standard regulations which apply to all of the University's academic programmes. Any variations from ARNA have to be specifically approved for a particular programme. Any variations to your programme of study will be detailed in your specific Programme Guide.
www.northumbria.ac.uk/sd/central/ar/qualitysupport/assess/asspr

2.8 Principles of Progression and Awards

The following are key features of the regulations – full details are to be found in the Assessment for Northumbria Regulations (ARNA) and we would recommend that you familiarise yourself with this information.

Briefly:

- To attain an award a student is required to progress through a series of levels of study by achieving a specified number of credits.
- Each module successfully completed at a level will contribute a number of credits as determined at validation.
- The pass mark for each module at undergraduate Levels (4, 5 and 6) is normally 40%. The pass mark is 50% at postgraduate Level (Level 7).
- Students must attempt all summative assessment elements or they will have been deemed to have failed the module, irrespective of the overall module mark.

Failed modules **may** be referred provided any necessary level average (L4 – 30%, L5+6 – 40%, L7 – 50%) is attained at the first attempt. There is no limit to the number of referrals permitted at each level. A student referred in a module will be reassessed in that module and, if successful, awarded the pass mark for the module.

Failure in modules may be compensated (i.e. condoned/accepted/permitted) at the discretion of the Progression and Awards Board (PAB). Compensation at the award stage is subject to regulations which differ between awards. **Please note: the Department will not compensate a module where a form of assessment has not been submitted.**

2.8.1 Referral and Deferral

Where a student fails a module and is required to re-sit, this is called a 'Referral'. Referrals take place during a designated week in August (please refer to the Academic Calendar for exact dates).

Students will be informed in writing about the Exam Board decision and will be sent the necessary referral information in July. The referral task(s) will normally be the same mode of assessment as the failed element within the module, i.e. if an examination was failed then the referral will be an examination. Where students have failed more than one element within a module assessment they will be required to complete tasks relating to each of these failed components. It is the student's responsibility to ensure that they have all the information required to undertake the referral. Mark for a referred module is capped at 40%. Please contact the Student Support and Advice Centre immediately if your Exam Board letter does not include full details of the referral task. Please note that particular level averages must be achieved to be eligible for referrals, referral is not an automatic right.

In some cases, where a module has been failed or where a student has been unable to complete all components of assessment for good reason, a Deferral may be granted. This is when a Personal Extenuating Circumstances (PEC – see section 2.11.2) claim has been submitted and the Examination Board decides that you should be given another first attempt at the assessment. You have responsibility to ensure that you complete the necessary referrals/deferrals if you have failed modules on the programme. **If you are aware you have Referrals or Deferrals to undertake but do not receive the relevant work, please contact the Administration Team as soon as possible.**

2.9 Handbook of Student Regulations

A copy of this is available online at:
www.northumbria.ac.uk/sd/central/uso/stud_reg_handbk/
This covers issues such as ethics, disciplinary rules, fitness to study, the complaints procedure, credit control and grounds and procedures for student appeals.

Appeals which are based on the questioning of the academic judgement or the academic integrity of staff are not permitted.

Appeals may be made on the following grounds:

- Procedural or organisational irregularities in the conduct of examinations or assessments
- Misleading or inadequate information being provided about examinations or assessments
- Relevant information about a student's health or personal circumstances not appropriately taken account of by the Examination Board

An important responsibility rests on the individual student to make known, through the programme leader or guidance tutor, at an early stage, any factors which might adversely affect his/her examination performance, and which might give grounds for a subsequent appeal.

If you consider that you may have grounds for appeal, or are seeking clarification of an Examination Board's decision, you should consult in the first instance with the programme leader, in order to make every effort to see whether the problem can be resolved through these less formal processes. Only when these informal stages have been exhausted, and you remain convinced that you have firm grounds for appeal, should the formal appeals procedures be initiated.

The formal procedures are initiated by a letter of appeal from the student to the Vice-Chancellor. The letter should set out as fully as possible the reason(s) why the student is appealing, the ground(s) on which the appeal is being brought and should contain any relevant supporting evidence (e.g. medical, in the form of a doctor's statement) which shall be treated in the strictest confidence. The deadline for the receipt of such letters shall normally be 20 working days after the relevant meeting of the Examination Board. Appeals received after the expiration of this period will be accepted only in exceptional circumstances.

2.10 Student Disciplinary Rules and Procedures

Students are expected to familiarise themselves with the requirements of the University as set out in the **Handbook of Student Regulations**, and the **Equality Policy**.

On enrolment with the University, students agree to abide by the University rules, procedures and regulations. Students are expected to conduct themselves at all times in a manner which demonstrates respect for the local community, the University, its staff, students and property. Disciplinary action may be invoked against a student if there is a complaint from any person either from within or outside the University community that a student has committed misconduct. Serious breaches of this code could amount to gross misconduct, which may lead to suspension, restriction or even expulsion from the University.

2.10.1 Student Complaints Procedure
It is expected that, in the first instance, a student who wishes to make a complaint will discuss it with the person delivering the service or, if the complaint is against his/her own School, first with the service provider (e.g. Module Tutor) and then, if the complaint is not resolved, with a more senior member of staff in his/her own School. What constitutes an 'appropriate' member of staff will depend on the circumstances, but may be a Module Tutor, Guidance Tutor, Year Tutor or Programme Leader. It is the responsibility of the Director of Student Wellbeing within the School to ensure that all students are aware of the appropriate person to whom a student may make a complaint, and to post notices to this effect in relevant service areas.

In addition, a student may also discuss issues of concern with the Director of Student Support and Wellbeing, or one of the advisory or counselling staff in Student Support and Wellbeing.

2.11 Attendance
Unless you are enrolled on a distance learning programme your regular attendance on all taught sessions is vitally important. It is also important that Work Based Learners and students on Distance Learning Programmes attend electronic sessions on a regular basis. Research shows that student attendance is

positively related to the attainment of high grades, while poor attendance is associated with failure. Students also have attendance responsibilities when they are members of groups within a seminar, workshop or laboratory class. In addition, there are some professional body requirements with regard to attendance on accredited programmes. Because we are committed to the wellbeing and success of our students as well as having obligations related to student funding bodies, it is School policy to monitor attendance and to follow up cases of unexplained absence.

Each student will be monitored in terms of their attendance in some/all modules of study. A system is in place to follow up and discuss with individual students the reasons for their absence (See Appendix 5). The Guidance Tutor will be the initial point of contact if there are personal circumstances affecting the lack of attendance and such issues should be communicated as soon as possible.

For those students who do not respond to our letters regarding non-attendance, we will access the e-Learning Portal (Blackboard) to check for evidence of engagement in the programme. Continued absence from scheduled teaching and/or no response to absence letters; may result in students being withdrawn from the programme of study and outside bodies being advised accordingly.

Please note: If you are an international student, the University must notify the UK Borders Agency of any unauthorised absence and this may affect your Visa. We have a legal responsibility to notify the LEA/Sponsor/Government Departments if a student doesnot attend for a period of time (three weeks). In order for us to avoid having to do this, can you please ensure that:
- you attend all scheduled sessions (if you cannot attend please complete an Approved Absence form available from the Student Support and Advice Centre and return to the office).
- your contact details are correct and up-to-date (both home and term including mobile number)
- you respond promptly to letters and emails from us you check the notice boards in case of changes to room, etc.
- you maintain contact with your guidance tutor (particularly if you are experiencing problems affecting your attendance).

Good Practice Guidelines: What to do if you have to be absent from scheduled classes

If you know in advance that you are going to be absent for a short period of time, e.g. hospital appointment, funeral, international sporting commitments:
- Seek approval from the relevant Module Leaders (form available from the Student Support and Advice Centre)

- For advice and support, contact your guidance tutor by email or phone or alternatively, speak to staff in the Student Support and Advice Centre

What to do if you have been absent

- As soon as you can, start attending classes again.
- Arrange an appointment to see your guidance tutor if appropriate.
- Plan your work carefully, building in time to make up the learning you have missed, using Blackboard and help from other members of the group in the first instance. If you need help from class tutors/module tutors then it is useful to email them first to explain what you need and to fix an appointment if necessary.
- In the case of longer term difficulties/chronic illness consult your guidance tutor for advice.
- Keep evidence of illness/reason for absence as you may need to submit this to the Examination Board.

The following are examples of acceptable reasons for student absence:

- Serious illness (or that of a family member)
- Hospital appointments
- Bereavement following the death of a family member or close friend

Please note that an explained absence is not the same as a justified absence. Full details on how seek **approval for absence** will be circulated separately. An irregular attendance profile will be highlighted to your guidance tutor to be followed up. Attendance records will be taken into consideration when references are requested.

Sometimes, due to a period of absence, or other circumstances beyond your control, it may be impossible to submit your work on time.

2.11.1 Late Submission
Sometimes due to circumstances beyond your control it may become impossible for you to submit a piece of work on time. If this is the case you must get a copy of the Late Authorisation of Submission Form from the SSAC (NB056). You must do this in advance of the hand-in date. Late submissions will normally only be granted if backed up by appropriate third party written evidence (such as a medical note). Please note: pre-booked holidays are not grounds for late submission. **Any work submitted after the deadline and without prior approval will receive a mark of zero.**

2.11.2 Personal Extenuating Circumstances (PECs)
Personal Extenuating Circumstances are defined as circumstances beyond a student's control that have significantly affected performance in any assessment. PEC forms are available from the SSAC (NB056). These

forms contain full guidance notes that you need to read thoroughly, however please note the following:

PECs should be of a medical or personal nature affecting you for any significant period of time and/or during the assessment period. For long-term absences you are advised to consult your programme leader at the earliest opportunity. 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.

It is your responsibility to alert the School Examination Board to any personal extenuating circumstances you wish to have considered. Although you may have discussed your difficulties with a member of staff, this does not in itself constitute the submission of extenuating circumstances. Claims for PECs must be made in writing on the appropriate form and be accompanied by medical or other corroborative evidence. Forms which are not accompanied by medical or other corroborative evidence will not be considered.

The evidence submitted should be dated and the date of the evidence must coincide with the dates of the assessments of the modules being claimed for.

Please refer to the PEC form and guidelines on the Northumbria website:
www.northumbria.ac.uk/sd/central/ar/qualitysupport/assess/assproc/assdocstud/

Additional information is available from the Students' Union in the form of 'Brief Guides for Student – Personal Extenuating Circumstance' available from the SSAC (NB056) and via the Students' Union Advice and Representation Centre **www.mynsu.co.uk/arc**

A school-based guide for students with Personal Extenuating Circumstances will also be circulated.

To ensure that your case is considered you must submit the PEC form by the published date for EACH semester. Claims submitted retrospectively will only be considered if the corroborating evidence states why the claim was not submitted by the deadline. If you are unsure how to complete the form, support staff in the SSAC (NB056) will be able to provide advice.

The PEC deadlines for 2011/12 are as follows (precise dates will be advertised nearer to the time):
Claims relating to Semester 1 – January 2012
Claims relating to Semester 2 – May 2012
Claims relating to the Summer period – September 2012

Completed forms, together with the supporting evidence, must be submitted to the SSAC (NB056) by the published date. A statement from your guidance tutor or the tutor named on your form will then be collected by the administrative staff to support the circumstances you have claimed.

The form, evidence and tutor statement are considered by a specially convened committee that assesses all PEC claims. Where claims are assessed as valid this decision (but not details of the claim) will be forwarded to the Examination Board.

You will be notified of the outcome of your claim in a letter as soon as possible following the committee meeting.

All information is treated as confidential and is made available only to the guidance (or named) tutor, administrative staff processing the claims, and the members of the PEC Committee. You may, if you wish, submit a confidential statement direct to the Chair of the PEC Committee. Please note that the PEC process is distinct from the process for approval of late submission of work. In many cases tutors may grant extensions to cover cases where you are unable to submit work by a given deadline due to short illness, etc.

Where you have been given an extension and completed the work you should not then submit a PEC claim unless you feel that the circumstances affected the quality of the work produced, despite the additional time granted. Evidence of the severity of the circumstances would be required to support such a claim.

The PEC process is distinct from the process for registering as a student with a disability or chronic, ongoing medical condition. Where you have been granted extra time for your assessments/examinations due to a disability/chronic medical condition, you should not then submit a PEC claim unless you can provide evidence for a worsening of your symptoms/condition that you feel affected the *quality* of the work produced.

2.12 Academic Skills – International Students (ASk)

The University offers a year-long programme for all European and international Students to help you to develop your academic English language skills in order to successfully complete your chosen programmes of study and effectively communicate with staff and students alike. English language support is designed to help you with:

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

ASk in Semester One comprises seminars linked to your programme and will help you develop the language skills you need for all your modules.

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

Self-study materials

Study materials will be available to you online via the eLearning Portal (Blackboard). Further details will be made available to you by email following induction week. You will find learning materials to help you with all four language skills: listening, speaking, reading and writing. Alternatively, you can visit the Northumbria Language Centre on the ground floor in Lipman Building.

For further information please contact:

Northumbria Language Centre
Lipman Building
Tel: 0191 227 3432

3. Programme Management

3.1 Student Support and Advice Centre (SSAC)

The SSAC is based in Northumberland Building (NB056). The aim is to deliver an outstanding student experience in a supportive environment which allows all of our students to reach their full potential. The Student Support and Advice Centre provides a one-stop-shop service for all students requiring information and/or advice. Staff in the Centre can answer any questions you have or refer you to an appropriate source of help.

The office is open:
Term time and vacation periods
Monday – Thursday 8.30am–5.00pm
Friday 8.30am–4.30pm

Contact details:
Student Support and Advice Centre
School of Life Sciences
Northumbria University
Room 056 Northumberland Building,
Tel: 0191 227 3471
Email: ls.ssac@northumbria.ac.uk

Staff in the centre provide generic advice and information on a range of topics including the University Assessment Regulations (ARNA), the Student Regulations and all University and School policies and procedures such as PECs, appeals, complaints, absence from taught sessions, and student representation. Staff in the SSAC (NB056) are therefore able to help with queries relating to:

- Appeals
- ARNA Regulation queries
- Assignment submission and return
- Bank letters
- Blackboard queries
- Change of address
- Change of circumstances form
- Confirmation of studies
- Council Tax exemption
- Criminal Records Bureau requests
- Examination/timetable queries
- Examination Board results
- Examination Board decisions
- Fee queries
- General directions and queries
- Guidance tutor availability
- Late Authorisation for Assessment submission
- Letter requests (including bank and visa)
- Library access facilitation
- Option choice changes
- Personal Extenuating Circumstances
- Resit assessment advice

- Suspension of Studies
- Student Record issues
- Staff availability
- Student Loan Company problems
- Timetable queries
- Transfer to a different programme
- Withdrawal from programme/University

3.2 Academic and Support Staff

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

3.2.1 Head of Department

There are six Departments in the School, each with their own Head. Heads of Department are responsible for the strategic direction of their Department and oversee staffing and budgeting issues. They are as follows:

Biology, Food and Nutritional Sciences –
Dr Helen Hooper, 0191 227 3181, Room EBA519,
h.hooper@northumbria.ac.uk

Biomedical Sciences – Dr Lynn Dover, 0191 227 3975,
Room EBA314, lynn.dover@northumbria.ac.uk

Chemical and Forensic Science – Dr Jonathan Bookham,
0191 227 3517, Room EBA509,
jon.bookham@northumbria.ac.uk

Psychology – Dr Mark Moss, 0191 227 4345,
Room NB34E, mark.moss@northumbria.ac.uk

Sport Development – Anita Navin, 0191 243 7452,
Room NB227,anita.navin@northumbria.ac.uk

Sport and Exercise Sciences – Professor Kevin
Thompson, 0191 227 4847, Room NB260,
kevin.thompson@northumbria.ac.uk

3.2.2 Directors of Student Wellbeing

The Directors of Student Wellbeing have responsibility across the School for the management of admissions policies, student induction and guidance practices, personal extenuating circumstances, student representation and feedback procedures, personal development awareness, and student retention. A key aspect of this role is to liaise with Student Support and Wellbeing and also the Students' Union officers and staff to support the student experience.

Julie Seed, 0191 227 3725, Room NB135,
julie.seed@northumbria.ac.uk

Laura Heath, 0191 227 3520, Room EBA513
laura.heath@northumbria.ac.uk

3.2.3 Programme Directors

The Programme Director is responsible for ensuring the quality across all the programmes in their home Department and represents their Department on the School's Student Learning and Experience Committee, responds to comments and suggestions from external examiners, and ensures that the programmes and awards are in keeping with the University's regulations.

Biology, Food and Nutritional Sciences –
Dr Fiona Caple, 0191 227 3050, Room EBA515,
fiona.caple@northumbria.ac.uk

Biomedical Sciences – Dr Derek Stobo, 0191 227 3589,
Room EBA507, derek.stobo@northumbria.ac.uk

Chemical and Forensic Science –
Sophie Carr, 0191 227 3099, Room EBA306,
sophie.carr@northumbria.ac.uk

Psychology Undergraduate programmes –
Dr Jonathon Reay, 0191 243 7776, Room NB136,
j.reay@northumbria.ac.uk

Psychology Postgraduate programmes –
Dr Sandy Wolfson, 0191 227 3427. Room NB137,
s.wolfson@northumbria.ac.uk

Sport Development –
Dr Lindsay Findlay-King, 0191 243 7557, Room NB245,
lindsay.findlay-king@northumbria.ac.uk

Sport and Exercise Sciences –
Dr Sarah Partington, 0191 243 7554, Room NB225,
sarah.partington@northumbria.ac.uk

3.2.4 Programme Leaders

Programme Leaders have responsibility for the day-to-day management and organisation of their programme. This includes programme design and review, assessment schedules, student representation and feedback, guidance meetings and enquiries regarding regulations and policies as well as academic misconduct investigations.

Undergraduate Psychology

BSc (Hons) Psychology – Dr Mel Mitchell, 0191 227 4992, Room NB143b, Melanie.mitchell@northumbria.ac.uk

BSc (Hons) Psychology with Criminology –
Dr Tom Heffernan, 0191 227 4037, Room NB130,
tom.heffernan@northumbria.ac.uk

BSc (Hons) Psychology with Sport Sciences –
Gill Case, 0191 227 4845, Room NB144,
gill.case@northumbria.ac.uk

Undergraduate Sport Development

BA (Hons) Sport Development with Coaching –
Phil Harvey, 0191 227 3717, Room NB253,
philip.harvey@northumbria.ac.uk

BSc (Hons) Sport Management – Dr Paul Blakey, 0191 227 3910, Room NB237, paul.blakey@northumbria.ac.uk

BSc (Hons) Sports Coaching – Karl Wharton, 0191 243 7454, Room NB236, karl.wharton@northumbria.ac.uk

BSc (Hons) Professional Practice in Sport (Tennis Coaching Management) – Claire Bruce, 0191 243 7555, Room NB229, c.bruce@northumbria.ac.uk

Undergraduate Sport and Exercise Sciences

BSc (Hons) Applied Sport Science with Coaching –
Matthew Lewis, 0191 243 7251, Room NB228,
matthew.lewis@northumbria.ac.uk

BSc (Hons) Applied Sport and Exercise Science –
Dr Liz Partington, 0191 243 7096, Room NB 231
elizabeth.partington@northumbria.ac.uk

BSc (Hons) Sport, Exercise and Nutrition –
Dr Caroline Reynolds, 0191 243 7553, Room NB242,
caroline.reynolds@northumbria.ac.uk

Undergraduate Biology, Food and Nutritional Sciences

BSc (Hons) Applied Biology
Dr Mirela Cuculescu, 0191 243 7810, Room EBA322,
mirela.cuculescu@northumbria.ac.uk

BSc (Hons) Biology with Forensic Biology
Dr Mirela Cuculescu, 0191 243 7810, Room EBA322,
mirela.cuculescu@northumbria.ac.uk

BSc (Hons) Biotechnology
Dr St John Usher, 0191 227 4927, Room EBA324,
st.usher@northumbria.ac.uk

BSc (Hons) Food Science and Nutrition
Dr Julie Young, 0191 227 4339, Room EBD216,
julie2.young@northumbria.ac.uk

BSc (Hons) Human Nutrition
Dr Julie Young, 0191 227 4339, Room EBD216,
julie2.young@northumbria.ac.uk

Undergraduate Chemical and Forensic Sciences

BSc (Hons) Applied Chemistry
Dr Martin Levy, 0191 227 3511, Room EBA601b,
martin.levy@northumbria.ac.uk

BSc (Hons) Applied Chemistry (Part-time)
Dr Les Dix, 0191 227 3510, Room EBA601a,
les.dix@northumbria.ac.uk

BSc (Hons) Chemistry with Biomedical Sciences
Dr Martin Levy, 0191 227 3511, Room EBA601b,
martin.levy@northumbria.ac.uk

BSc (Hons) Chemistry with Forensic Chemistry
Dr Martin Levy, 0191 227 3511, Room EBA601b,
martin.levy@northumbria.ac.uk

BSc (Hons) Criminology and Forensic Science
Dr Alan Langford, 0191 227 3589, Room EBA310,
alan.langford@northumbria.ac.uk

BSc (Hons) & MSci Forensic Sciences
Ray Palmer, 0191 227 3468, EBA310,
ray.palmer@northumbria.ac.uk

BSc (Hons) Pharmaceutical Chemistry
Dr Martin Levy, 0191 227 3511, Room EBA601b,
martin.levy@northumbria.ac.uk

Applied Science Extended Degree
Anne Willis, 0191 243 7873, Room EBA306,
anne.willis@northumbria.ac.uk

HNC Science (Chemistry)
Dr Les Dix, 0191 227 3510, Room EBA601a,
les.dix@northumbria.ac.uk

Undergraduate Biomedical Sciences

BSc (Hons) Applied Biomedical Sciences
Derek Stobo, 0191 227 3859, Room EBA507,
derek.stobo@northumbria.ac.uk

BSc (Hons) Biomedical Sciences
Harry Elliott, 0191 227 3587, Room EBA312,
harry.elliott@northumbria.ac.uk

BSc (Hons) Human Biosciences
Dr Saud Awad, 0191 227 3816, Room EBA305, s.awad@northumbria.ac.uk

Postgraduate Psychology
MSc Psychology – Dr Colin Hamilton, 0191 227 3086, Room NB129, colin.hamilton@northumbria.ac.uk

MRes Psychology – Dr Liz Sillence, 0191 243 7246, Room NB151, elizabeth.sillence@northumbria.ac.uk

MSc Nutrition and Psychological Sciences – Dr Leigh Riby, 0191 243 7775, Room NB139, leigh.riby@northumbria.ac.uk

MSc Occupational Psychology/MSc Organisational Psychology – Mandi Sherlock-Storey, 0191 227 4483, Room NB150, Mandi.sherlock-storey@northumbria.ac.uk

MSc Health Psychology/MSc Psychology of Health and Wellbeing – Dr Mark Wetherell, 0191 227 7248, Room NB133, mark.wetherell@northumbria.ac.uk

MSc Sport and Exercise Psychology/MSc Psychology of Sport and Exercise Behaviour – Dr Sandy Wolfson, 0191 227 3427, Room NB137, s.wolfson@northumbria.ac.uk

Professional Doctorate in Occupational Psychology – Mark Moss, 0191 227 4345, Room NB34E, mark.moss@northumbria.ac.uk

Postgraduate Sport Development
Professional Doctorate in Sport TBC

MSc International Sport Management – Gordon Macfadyen, 0191 227 3910, NB239, gordon.macfadyen@northumbria.ac.uk

MSc Sport Coaching – Karl Wharton, 0191 243 7454, NB236, karl.wharton@northumbria.ac.uk

MSc Sport Marketing – Dr Paul Blakey, 0191 227 3910, NB237, paul.blakey@northumbria.ac.uk

Postgraduate Sport and Exercise Sciences
MSc Clinical Exercise Physiology – Dr Les Ansley, 0191 227 7773, NB246, les.ansley@northumbria.ac.uk

Postgraduate Biology, Food and Nutritional Sciences
MSc Food Science – Dr Nikos Mavroudis, 0191 243 7984, EBA314, nikos.mavroudis@northumbria.ac.uk

MSc Nutritional Science – Dr Nikos Mavroudis, 0191 243 7984, EBA314, nikos.mavroudis@northumbria.ac.uk

MSC Biotechnology – Dr Rinke Vinkenoog, 0191 227 3508, EBA322, rinke.vinkenoog@northumbria.ac.uk

MSc Microbiology – Dr Amanda Jones, 0191 227 4895, EBA314, amanda.l.jones@northumbria.ac.uk

Postgraduate Chemical and Forensic Sciences
MSc Analytical Chemistry – Dr Renli Ma, 0191 227 3064, EBA320, renli.ma@northumbria.ac.uk

MSc Forensic Science – Michelle Carlin, 0191 243 7589, EBA310, m.carlin@northumbria.ac.uk

MSc Drug Design with Pharmaceutical Analysis – Prof Steven Stanforth, 0191 227 4784, EBA403, steven.stanforth@northumbria.ac.uk

Postgraduate Biomedical Sciences
MSc Biomedical Sciences – Bob Young, 0191 227 4379, EBA507, bob.young@northumbria.ac.uk

3.2.5 Year Tutors (Level Leaders)

For larger programmes, the Programme Leaders are supported by year tutors who have responsibility for assisting the programme leaders in the day-to-day management and organisation of their programmes. They play an important role in the staff/student feedback process. Please refer to your Undergraduate Programme Handbook for details.

3.2.6 Guidance Tutors

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. Please check the Level 4 notice boards for details of your Guidance Tutor. You will meet with your Guidance Tutor in Induction Week.

All staff will provide a clear indication of when they are available and details of how a meeting can be booked if a student has unpredicted or unexpected student guidance needs.

The following ethical principles are adhered to by all Guidance Tutors:
- Respect for individual learners and their development
- Concern for all aspects of learning – educational, vocational, personal, emotional, spiritual and social,

with clear recognition of the inter-relationship between thinking and feeling
- Confidentiality, when necessary
- Impartiality and fairness
- Ensuring equality of educational opportunity
- Accessibility to all, regardless of age, class, race, gender, religion, sexual orientation and mode of study
- Development of a caring ethos which creates the conditions of learning and of corresponding good personal relationships
- Empowering individuals to accept responsibility for and to reach informed decisions about their learning and throughout life

The Guidance Tutor will operate in accordance with the University Duty of Care Policy and will make clear to the student the limits to confidentiality. The University Student Support and Wellbeing Department has a broad spectrum of services and often a Guidance Tutor will recommend that a student seeks the necessary support from this Department.

3.2.7 Module Tutors

For each module of study, you will have a designated Module Tutor. The Module Tutor is responsible for the organisation of the module and supporting your learning and assessment on that module.

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. However, 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.

3.2.8 Technical Team

There are several teams of technicians based within the School to support teaching and research. These teams should initially be contacted for help or advice via the IT Helpline contact details, i.e. telephone ext. 4242 or email **IT.helpline@northumbria.ac.uk**

Full details of the services provided by the IT team and specialist technical team are available on the website where you will find details of how to book equipment, develop software, etc.
www.northumbria.ac.uk/sd/academic/lifesciences/ad/psych/facilities/techassist/?view=Standard

3.2.9 External Examiners

External Examiners are employed by the University in order to provide independent verification of the standards of the degrees that we award and to ensure that our assessment processes are fair. At least one External Examiner will be appointed for your programme and will look at a sample of the work produced for assignments and examinations on Level 5, Level 6 and Level 7 modules. Sometimes work will be sent to External Examiners while on other occasions they will visit the University to look at work. Some External Examiners may want to meet with students in order to get a better feel for the programme and the assessment processes used.

The sample of work to be seen by the External Examiner is normally selected by the module tutor and will be representative of the range of work produced for that module. The number of pieces of work included in a sample depends upon the number of students on the module.

3.3. Communication

3.3.1 Appointments
Academic staff teach on many modules/programmes and it is advisable to make an appointment if you wish to see them. Students can sign up for appointments on sheets posted outside staff offices. Exceptionally, a staff member may be able to arrange an appointment for you via email, though the expectation is that sign-up sheets are made use of. 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. Twenty four hours notice is usually required to ensure a staff member has had a chance to see which slots have been taken up.

3.3.2 Email and the eLearning Portal (Blackboard)
Whilst the telephone usually gives immediate access, email is used extensively throughout the University and is a very effective method of communication between students and staff. See Appendix 6 for guidelines on email etiquette. Please use and check your University email regularly as this is your official email correspondence address. All email communication from the University to yourself will be sent to your University email address. Be aware that many staff will not open up emails from sent from private accounts, as they can appear as spam.

Blackboard is Northumbria's electronic Learning Portal (e-LP) and allows students, amongst other things, to access University learning materials over the internet and to communicate with one another and their tutor electronically. Every module of study has a dedicated space on the Blackboard site. Details on what you can expect to have access to via Blackboard site for each module of study can be found in Appendix 7.

3.3.3 MyNorthumbria

MyNorthumbria is the name given to a webpage that links to the central University systems allowing students to see and interact with their own data. This facility enables students to view their individual timetable, fee status, marks, and so on. Some tabs will require you to log in again for security reasons e.g. finance, accommodation.

My Northumbria provides information on:

Timetabling

Library details

Personal information is located under my info

Access to Blackboard

Printing Details

The red boxes can be open or closed by clicking on the white arrow at the right-hand side of each red box.

3.3.4 Notice Boards

Student notice boards are situated on the first floor (Psychology), second floor (Sport) of Northumberland Building and on floors 3, 4 and 5 in Ellison Building for the Biomedical Sciences, Chemistry and Forensic Sciences, and the Biology, Food and Nutritional Sciences departments. Please check the relevant Level notice board frequently as this is used to advise of room changes as well as other module and programme information needed by students. Students can place adverts on a designated 'Student Notice Board' for the sale of books, flat shares, etc. but these must first be approved by the Student Support and Advice Centre.

3.3.5 Who to ask

As a student you will have many queries and may not know who to ask, this section is designed to give you an insight into the types of questions you may have and who to speak to. Staff will not always have the answers to hand and may need to get back to you on certain issues or refer you elsewhere. The University website holds a variety of information that will be relevant for your study. You are always advised to look at the website in the first instance.

In dealing with any member of staff it is important that you explain who you are, what level of study you are at and which subject you are studying. This means that staff can deal with your queries more quickly.

Contact	Reasons for contact
Administration staff (Student Support and Advice Centre)	General queries relating to study including: Collecting/handing in forms – personal extenuating circumstances, late submissions, etc. Approval of Late Authorisation applications Handing work in to be assessed Advice on where to go with ad hoc queries relating to fees, accommodation, etc. Changes to student records Release of final confirmed results
Technical Support	There are several teams of technicians based within the School to support teaching and research and should initially be contacted for help or advice via the website **www.northumbria.ac.uk/sd/academic/lifesciences/ad/psych/facilities/techassist/?view=Standard** link on the School home page.
Module Tutors	Module specific queries Absence from taught sessions Assessment queries including release of individual marks
Guidance Tutor	Your Guidance Tutor can assist with most queries, but may often need to refer you. They can be used as a signpost and are the first point of contact for academic and pastoral care including referral to appropriate support mechanism and help to develop effective study habits. They are the initial point of contact if you are experiencing any problems with the programme in respect of attendance and relevance to your career path. They will review academic progress and provide feedback and advice including help in understanding relevant University rules and regulations (see **www.northumbria.ac.uk/studentaz/survival/guidance/**).
Programme Leader	Programme related issues including: Liaison with student reps Referral from guidance/module tutors/administration staff Plagiarism, collusion, withdrawal from programme

In dealing with any member of staff it is important that you explain who you are, what Level of Study you are at and which subject you are studying. This means staff can deal with your queries more quickly.

3.4 Roles and Responsibilities of Students in relation to Guidance

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

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

In return, you can expect your Guidance Tutor to:
- Play an active role in your induction and early experience of Higher Education, thus helping you to adjust to university life.
- Attempt to establish a good working relationship based on confidentiality, trust and mutual confidence.
- Arrange individual and group tutorials as and when appropriate.
- Advise you when they are available for meetings.
- Monitor your academic progress and discuss it with you, helping you to reflect on your personal and academic development and to plan your learning.
- Discuss problems and difficulties in a positive, constructive and helpful and confidential manner.
- Lodge appropriate documentation relating to personal problems confidentially in your personal records file, and to inform other colleagues of the situation if you feel that this is appropriate.
- Act as your advocate where necessary and support you in complying with extenuating circumstances procedures.
- Know about guidance and support resources throughout the University and to recognise when you need guidance that is beyond the bounds of the Guidance Tutor relationship – referral can only be arranged with your agreement.
- Prepare personal/academic references for prospective employers.

Personal and Professional Development (PPD)

The PPD ePortfolio is for you to keep your own record of achievement throughout your studies. It will provide a useful aid to your guidance tutorials, allowing your tutor to review your progress and offer guidance as needed to ensure you continue to improve and develop. You will be able to gather information about both your academic record and your personal development over your time at Northumbria University. This will provide a useful resource when you apply for jobs or should you ask for a reference from your tutor.

3.5 Responsibilities of Students

It is the responsibility of the student to attend scheduled classes and/or carry out prescribed learning activities for the programme of study on which they are registered. They are also expected to know when work is due to be submitted and when and where examinations are scheduled, and to attend those assessments and submit the work required. This includes any referred assessment. If a student fails to attend/submit assessments without proven good cause, the examiners will deem the student to have failed the assessment concerned. Please see Appendix 3 for Northumbria Student Learning Values.

3.6 Guidelines for Acceptable Student Conduct in Taught Classes

The University is committed to creating an environment conducive to learning that will benefit all students. Feedback received from students has suggested the following points of good practice and courtesy to Tutors and fellow learners:

Be quiet

Chatting disturbs the speaker (staff or student) and disrupts the concentration of others and noise levels, especially in larger lecture theatres, quickly accumulate to unacceptable levels.

Switch off mobile phones

Making or receiving calls or using the camera facility on your mobile are always unacceptable. Texting in class can annoy other learners.

Keep to time
Coming into lectures late often disrupts the whole class, if you are late please enter the room with the minimum of disruption.

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 that you must leave early.

Come prepared and ready to work
This is particularly so 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 using recycling bins when possible.

Please note:
If staff consider your behaviour to be unacceptable, you may be asked to leave. If you have concerns about the application of these guidelines, please talk to the tutor or your course rep or the Students' Union Advice and Representation Centre.

There may be other guidance, related to health, safety and professional issues in connection with laboratory, studio and clinical spaces, which should be taken account of in relation to acceptable behaviour.

3.7 Social Networking Sites

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

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

3.8 Financial Regulations

If you have any queries relating to your fees, scholarships, bursaries, etc. please contact either the Finance Office (located in Sutherland Building) or the Student Support and Advice Centre (Northumberland Building) immediately for advice and guidance – do not delay.

3.9 Your Feedback: Programme and Module Development

The School welcomes and encourages input from the student body to help us develop and improve the programmes we offer. In addition to the contribution made by the student representation and liaison system, you will be asked to complete a number of feedback questionnaires during your time with us. These questionnaires relate to three main aspects of the programme.

Module Feedback Questionnaire
These are designed to enable you to rate all aspects of the individual modules that constitute the programme. Questions relate to content, delivery, assessment, etc. You are also encouraged to write additional comments if you so wish.

Programme Feedback Questionnaire
The individual modules that make up the programme are designed to provide a coherent and comprehensive programme of study, employing a wide range of teaching, learning and assessment experiences. This questionnaire is provided so that you can rate how well you think that aim has been achieved in the level you have just completed. As with the module feedback, additional comments are welcomed if you feel that an issue is not addressed by the questions set.

What do we do with the feedback?
Information from the module review questionnaires is summarised and presented as part of the annual module review process. The information allows academic staff to make changes to the content, delivery or assessment methods for the modules for future years. A summary of such developments is posted on Blackboard for each module.

The programme review questionnaire provides data that is included in the Annual Programme Monitoring that is carried out by the programme leader and programme director. This is an institutional process that allows all aspects of the academic programmes to be scrutinised by senior management in the University. In this way the quality of the programmes is maintained. Developments that arise from the programme evaluation feed into all aspects of the programme provision.

Teaching Feedback Questionnaire
All academic staff ask for feedback about their teaching from one group of students each year. The feedback provided is purely for the academic themselves and allows them to respond to student views in order to improve their practice. This feedback will not be taken personally by the academic nor will it be used by the institution to grade the member of staff in any way so please be as honest as possible.

3.10 Student Representation

The University is committed to listening to your views on your programme of study, and responding to them. There are a number of avenues open to you. First is informal contact with a tutor; you will often find that your concerns can be resolved in this way. Second, Student Representatives from each year meet each semester with their respective Year Tutor or Programme Leader, where they discuss issues of concern or interest to them on a module by module basis in a slightly more formal way.

More formal still is the Programme Committee which has overall responsibility for the maintenance of a programme or group of programmes. Student representatives report to this committee on issues discussed at the liaison meetings, and represent the interests of the student body as a whole. At School level, a Learning Experience Committee is responsible for 'supporting and stimulating' learning and teaching in the School with one of the two appointed School Representatives in attendance. Included in its broad remit is the task of formally approving all new or changed programmes or modules within the School. Also at School level, the Student Wellbeing Committee has a School-based student in attendance. This committee deals with all matters relating to student support and wellbeing and the dissemination of support and wellbeing policies at a local level.

At University level, the important committees, including Academic Board and the University Student Learning and Experience Committee all have a student representative nominated by the Students' Union.

Being a Student Representative for the School of Life Sciences
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' Union will appoint students to serve as representatives for the academic year and these are paid positions. The Department representatives will be in regular contact with the programme representatives to allow a clear channel of communication between the staff and student body. The Departmental representative will regularly attend meetings with the Students' Union and disseminate important information to the programme representatives (to be disseminated through to all students).

What is the role of a Programme Representative?
A programme representative will support the students within their Department and programme. This programme representative position involves liaising with the School representative to ensure all information is cascaded to the students. The main role here is to represent the students in the School 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. The representative may choose to report any programme issues to the programme leader and can arrange a meeting when appropriate.

What support is available to the Programme Representatives?
In addition to all of the support you will get from your Schools and Departments, the Students' Union and the University Student Support and Wellbeing team coordinate a series of induction and training sessions for student representatives and mentors at the beginning of each academic year. Details of such meetings and training will be communicated via the School Director of Student Wellbeing.

More Information?
Additional information concerning the above positions can be obtained from the Students' Union by accessing **www.mynsu.co.uk** and clicking on the representation tab. Please refer to the notice boards for details of the various student representatives for your programme of study and for the School.

4. Student Support Services

4.1 Student Support and Wellbeing Service

The Student Support and Wellbeing Service offers practical, personal and financial advice across areas from health or childcare, through to the availability of Access funds and queries relating to the Student Loan, etc. There is also a Job Shop and Careers Service relating to part-time employment or careers/volunteering advice. A confidential counselling service is available. Students may consult their guidance tutor if they want advice on the use of Student Support and Wellbeing or may contact them directly.

For full details of the range of services available centrally, please see the Student Support and Wellbeing Service homepage **www.northumbria.ac.uk/studentservices and don't forget the A–Z Student Survival Guide at www.northumbria.ac.uk/studentaz/survival**

4.2 The Students' Union

The Students' Union (www.mynsu.co.uk) is run by students for students. The building has three bars, food outlets and attracts some of the most popular bands in the world. It is independent of the University and offers an Advice and Representation Service to all students on matters such as academic misconduct, complaints and appeals.

There is a plethora of activities and things to do in the SU building, so don't hesitate to drop in and check out what's going on every week (e.g. 'Give it a Go' Days). Northumbria Students' Union is one of the largest and most exciting Unions in the country. The Students' Union also runs courses for students and a range of skills courses by students for students are available. Email su.skillsprogramme@northumbria.ac.uk or telephone 0191 227 3737 for details. Or you could contact Kim Buffery, Education Caseworker for the Students' Union, kim.buffery@northumbria.ac.uk or telephone 0191 2273195.

4.3 International Students

The School prides itself on the global partnerships it has developed and the support network it offers to all our international students. Working closely with the University's Central International Office and other service departments within the University we offer all our international students a wide range of support services for academic, pastoral and student wellbeing.

All our international students have designated International Guidance Tutors that are trained to deal with issues that may be unique to an international student. Extra support sessions are also offered each week from staff at the Academic Skills International (ASk) Department who have created a tailor-made curriculum to help students whose first language is not English and who have not studied in an English Institute before.

We believe that an international community of students offers a unique learning experience where both students and staff can learn from each other. It is this philosophy that has helped the School increase the number of global partnerships it is currently working with, as well as the number of international students studying our programmes.

Further help and advice is available from the following people:

Ruth Crabtree
Director of International Development
(Postgraduate International Guidance Tutor for Sport)
Room NB233 Northumberland Building
Email: r.crabtree@northumbria.ac.uk
Tel: 0191 227 3389

Laura Heath
Director of Student Wellbeing
Room EBA513 Ellison Building
Email: laura.heath@northumbria.ac.uk
Tel: 0191 227 3520

4.4 Disability Support

The Disability Support Service provides advice covering:
- Information, advice, guidance and support for prospective and current disabled/dyslexic students
- Advice on Disabled Student Allowance
- Advice on University support for disabled/dyslexic students
- Advice on individual exam arrangements
- Screening tests for dyslexia
- One-to-one specialist multisensory tutorials for dyslexic students
- Bank of loan equipment

The Disability Support Service is based in reception is based in the Student Support and Wellbeing Service Centre, Northumberland Building, City Campus, Newcastle upon Tyne NE1 8ST. This is accessible for wheelchair users and students with mobility problems.

The Disability Support Service is staffed Monday–Thursday 9am–5pm and Friday 9am–4.30pm. Appointments can be booked by calling in person; by telephone on 0191 227 3849; by fax on 0191 227 4553,

by email sv.disability@northumbria.ac.uk or by SMS 0776 248 3784. If you are unable to attend during these times they will do their best to arrange an appointment at another time.
www.northumbria.ac.uk/sd/central/stud_serv/disability/

4.5 University Library

To guarantee success in your learning at Northumbria you will want to make full use of the specially tailored online and print resources of the University Library.

During semesters, both City Campus and Coach Lane libraries open 24/7. During vacations the libraries are open, but with less extensive hours. Full details of the opening hours can be found via the Library and Learning services website: **www.northumbria.ac.uk/library**

4.5.1 University Smartcard (Proof of University ID Card)

Once you are enrolled as a Northumbria student your smartcard will become an essential passport to the University Libraries. This card is an essential part of studying at Northumbria, it is used as your Student's Union card and also gives access to many other University buildings and facilities including the Sports Centre. A replacement charge may apply if your card is lost.

4.5.2 Library Induction and Skills Plus

You can easily become confident in using the library effectively and library staff are available to help you at every step. At induction, you will be given an introduction to the library and its services and to Skills Plus, the essential student guide to using the large range of library materials.

The Library should be your starting point for everything from study skills to good academic practice and avoiding plagiarism, as well as access to information in all forms from books, manuscripts and journal articles to web pages, emails, images, electronic books and computer programmes. They provide wide ranging support too. You should make the use of specialised library services and materials an everyday part of your study.

On your first visit to the library make sure you collect a welcome leaflet and look out for guides to the Library, which explain the many services on offer. Call at the Library Enquiry Desks or email the 24-hour help service (**ask4help@northumbria.ac.uk**) to find out more or make an appointment to see an Information Specialist who can talk to you about the subject you are studying.

4.5.3 City Campus Library and Resources

City Campus Library is the very visible nine-storey building in the centre of the University quadrangle. This Library has been recently refurbished and is now nationally recognised as providing an exciting and modern mix of learning spaces to suit all learning styles and needs. You can work alone, in groups or take a break in the Learning Café. The City Campus Library and Coach Lane Campus Library contain around half a million books and 2,000 print journals. If you explore the e-library you will have access to another 30,000 electronic journals and a range of specialist research databases. The library collections can be accessed through the online catalogues (OPACs) in the library or on the web.

Part-time and Distance Learning Support

If you are enrolled on a part-time or distance learning course you can register with the Library by post or email. There is also a dedicated library service for distance learners which helps you to access material no matter where you are studying. Click on the e-library tab at the top of any University webpage and follow the links to Library Services.

NORA – your Library Search Engine

Finding your way through the extensive online collection is best tackled using NORA – this is Northumbria's own way to search for materials which are tailor made to meet your course needs. NORA will connect you to the articles found in your search if we have a subscription or other means of access. NORA also lists all of our electronic journals and provides links to those journals.

The quickest way to explore the library online is via the e-Library tab. The Library and Learning Services website can also be found at: **www.northumbria.ac.uk/library**

Please remember that you will need your university computer username and password to log into NORA as this service has been specially developed for, and is targeted at, students on Northumbria programmes. If you have never used research materials before you should refer to Library guides, drop in sessions or just ask at the enquiry desks.

Using IT

You will find plenty of choice in how you can access IT at Northumbria. The Libraries at City Campus and at Coach Lane Campus offer access to IT alongside the books and journals, modern IT suites, research spaces, loan facilities for wireless laptops and well equipped learning cafes where you can surf the web and work alone or in groups, in a lively or in a quiet learning environment as you choose. The Students' Union offer an Internet café, Lipman Building café also has IT provision and IT Labs or study hubs in Schools provide further choices.

Full details about Open Access IT Facilities and IT Help and Training, including Getting Started Help Guides, are available via the e-library tab. Just follow the links on the left to Help and Support.

4.6 Using other Libraries

Northumbria students can use other libraries such as Newcastle City Library and the Robinson Library at Newcastle University. For more information ask for the 'Access to Information for Students: Newcastle and Gateshead' when you register or look at the 'Using other Libraries' information under the 'Libraries and Services' link from the eLibrary tab.

For more information about resources and services provided by the University Library visit the website at **www.northumbria.ac.uk/library** or click on the eLibrary tab from any University web page.

4.7 Alumni Association

Upon graduation, our students have a lifelong link to the University via the Alumni Association, and as a current student you will benefit from the resources our alumni provide, such as mentoring, guest lectures, placements and career opportunities, networking events and much more.

The success you achieve as a student, and in your future career, will then allow you the opportunity to go on and share these benefits with future generations of graduates. Northumbria Alumni Association will be there to support you and celebrate your successes throughout your professional and personal life.

Natalie Heath
Alumni Relations Manager
Northumbria University, Corporate Communications & Development, Room 111 Sutherland Building, Newcastle upon Tyne, NE1 8ST
T: +44 (0)191 227 4839
E: alumni@northumbria.ac.uk
W: www.northumbria.ac.uk/alumni

Appendix 1

Glossary of Common Terms and Phrases

SSAC	Student Support and Advice Centre in Northumberland Building on the ground floor (NB056). The administrative office that you will deal with on a regular basis.
Programme	Title used to describe the degree you are studying. Each programme has a code number e.g. PSY1. You may need to refer to this on various official University documents.
ARNA	**A**ssessment **R**egulations for **N**orthumbria **A**wards. These are the assessment procedures and regulations that will govern your study.
NU	Northumbria University. There are two campus sites. You are based at City Campus West in Newcastle.
Module	An individual unit of study with its own module code, curriculum, learning outcomes, teaching and learning methods and assessment. Each module has its own code consisting of letters and numbers e.g. SP0412.
Level	The Level indicates the type of the learning outcomes to be achieved by studying the module. On an Undergraduate Programme students progress from studying modules at Level 4 (in the first year) to Level 5 (in the second year) and level 6 in the final year. Levels are a nationally recognised code for indicating the type of work that has been done. Learning Outcomes at level 4 emphasise knowledge and understanding, those at level 5 emphasise analysis and application and those at Level 6 emphasise critique and evaluation. Masters Level (Level 7) focuses on conceptual and analytical understanding, critical judgment, originality, initiative, and independent research.
Semester	The academic year is split into two semesters. Full details can be found in your Programme Handbook.
Blackboard (Bb)/ eLearning Portal (eLP)	Electronic learning system, known by both names. All modules are supported by Blackboard. An integral part of your module study.
Referral	If you fail a module you will be given an opportunity (as long as your performance in other areas of your programme is good enough) to undertake further assessment in order to make good that module.
Deferral	If you miss a component of assessment or there is evidence of underperformance on it as a result of Personal Extenuating Circumstances, you may be offered the opportunity to take the assessment (again) as if it were a First Sit.
PEC	Students whose academic performance is affected by unanticipated, adverse events or circumstances are said to have Personal Extenuating Circumstances and can submit a PEC claim to have these circumstances taken into account at the Examination Board. However, evidence must be provided in all cases to demonstrate how you have been affected.

TEC Technical Extenuating Circumstance	E.g. if the computer/s break down when undertaking an examination then a TEC can be submitted; or if a fire alarm goes off during an exam. Generally TECs are used where a group of students are affected.
PAB Progression and Awards Board	Progression and Awards Board considers student results profiles and determines classification of awards and progression to the next year.
NB Northumberland Building	This is the home of programmes in Psychology and Sport. Most of your teaching will take place here. Room numbers are prefaced by the building abbreviation, the first number denotes the floor, e.g. NB324 is on the third floor of Northumberland Building.
EB Ellison Building	This is the home of Science Programmes. Most of your teaching will take place here. Room numbers are prefaced by the building abbreviation, the first number denotes the floor – e.g. EBA104 is on the first floor of A Block in Ellison Building.

Appendix 2

Web LInks

Academic Regulations for Northumbria Awards (ARNA)
www.northumbria.ac.uk/static/worddocuments/ardocs/arna.doc

Counselling Service
www.northumbria.ac.uk/counselling

Disability Support Team
www.northumbria.ac.uk/sd/central/stud_serv/disability

Handbook of Student Regulations
www.northumbria.ac.uk/sd/central/uso/stud_reg_handbk

IT Team Services
www.northumbria.ac.uk/sd/academic/lifesciences/ad/psych/facilities/techassist/?view=Standard

Library
www.northumbria.ac.uk/library

PEC information
www.northumbria.ac.uk/studentaz/survival/pec

School of Life Sciences home page
www.northumbria.ac.uk/sd/academic/lifesciences/

Students' Union
www.mynsu.co.uk

Students' Union Advice and Representation Centre
www.mynsu.co.uk/arc

Welfare and International Support
www.northumbria.ac.uk/sd/central/stud_serv/sws

Team Northumbria
www.teamnorthumbria.com

Turnitin UK – Electronic Plagiarism Detection
www.submit.ac.uk/static_jisc/ac_uk_index.html

University's Ethics and Governance Policy
www.northumbria.ac.uk/researchandconsultancy/sa/ethgov/policies

University Health and Safety Policy and Procedure document
www.northumbria.ac.uk/sd/central/estates/healthandsafety

University Home Page
www.northumbria.ac.uk

University's Policy on Equality and Diversity
www.northumbria.ac.uk/eqdiv

Appendix 3

Northumbria Student Learning Values

We aim to...

1. Provide a module guide at the start of the semester that shows a comprehensive plan for learning on the module.
2. Support and guide you through your learning.
3. Start and end all classes on time.
4. Provide you with timetable information at the start of each semester and notify you of changes at least one week in advance.
5. Give you feedback on assessed work according to the schedule in the module guide and within 20 working days of the submission deadline.
6. Give you clear, useful and informative feedback on your work.
7. Provide you with a timetable structure that enables you to engage in activities beyond the curriculum.
8. Be available for diaried and timetabled appointments.
9. Treat you with respect at all times.
10. Support your preparation for your career.

If you feel these aims are not being met please contact your programme leader and remember your Students' Union is there to support you.

To get the most out of your time with Northumbria...

1. Use your module guide to develop your understanding of your subject.
2. Effectively use the support and guidance provided to you.
3. Regularly attend and actively participate in classes.
4. Complete your work to the best of your ability, on time and in the correct format.
5. Maintain academic integrity by avoiding plagiarism and other types of academic misconduct.
6. Keep up-to-date with course information through Blackboard, university email and other channels.
7. Use the feedback you are given to improve subsequent work.
8. Make appropriate use of staff time and University facilities.
9. Take responsibility for your personal development plan, skills development and engagement in activities beyond the curriculum.
10. Treat staff, fellow students and neighbours in the local community with respect at all times.

Appendix 4

Marking Criteria by Level

Generic Grade Descriptors – Level 4						
	First	**Upper Second**	**Lower Second**	**Third**	**Fail**	**Bad Fail**
Coverage of the question	Covers all aspects of the question.	Covers most aspects of the question.	May not address some major aspects of the question.	Fails to address a number of major aspects of the question.	Addresses relatively few of the major aspects of the question. May be too short.	Addresses none of the major aspects of the question. Probably too short.
Knowledge of relevant material	Evidence of independent reading (mainly books, but perhaps some journal articles).	Evidence of some independent reading (mainly books).	Answer based mainly on lecture material.	Some relevant information from lectures.	Little evidence of relevant knowledge. May cite personal anecdote.	Almost no relevant knowledge. May rely on personal anecdote.
Accuracy	All the material is accurate.	There are no major factual errors.	There may be some minor factual errors.	There may be some major factual errors.	There may be many major factual errors.	Little or no factual accuracy.
Relevance	All the material is directly relevant.	Almost all the material is directly relevant.	Some of the material may not be directly relevant.	Much of the material may not be directly relevant.	Little of the material is directly relevant.	Answers a totally different question to that set.
Clarity of expression	All points expressed clearly and succinctly.	Most points expressed clearly and succinctly.	Some points may not be expressed clearly.	Not always clear what was intended.	Often difficult to discern what was intended.	Hardly ever possible to discern what was intended.
Organisation	Excellent organisation of the material.	Very clear organisation of material.	Clear organisation of material.	Some organisation of material.	Little structure apparent.	No structure apparent.
Evaluation of theory, methodology and/or empirical evidence	Shows good appreciation of the strengths and weaknesses of theories, methodologies and empirical evidence.	Shows appreciation of the strengths and weaknesses of theories, methodologies and empirical evidence.	Makes some attempt to evaluate theories, methodologies and empirical evidence.	Assertion with little concern or evidence.	Assertion without concern for evidence.	Assertion without evidence.

Generic Grade Descriptors – Level 5						
	First	**Upper Second**	**Lower Second**	**Third**	**Fail**	**Bad Fail**
Coverage of the question	Covers all aspects of the question.	Covers most aspects of the question.	May not address some major aspects of the question.	Fails to address a number of major aspects of the question.	Addresses relatively few of the major aspects of the question. May be too short.	Addresses none of the major aspects of the question. Probably too short.
Knowledge of relevant material	Evidence of independent reading including books and journal articles, usually from amongst suggested readings.	Evidence of some independent reading including books and journal articles usually from amongst suggested readings.	Answer based mainly on lecture material.	Some relevant information from lectures.	Little evidence of relevant knowledge. May cite personal anecdote.	Almost no relevant knowledge. May rely on personal anecdote.
Accuracy	All the material is accurate.	There are no major factual errors.	There may be some minor factual errors.	There may be some major factual errors.	There may be many major factual errors.	Little or no factual accuracy.
Relevance	All the material is directly relevant.	Almost all the material is directly relevant.	Some of the material may not be directly relevant.	Much of the material may not be directly relevant.	Little of the material is directly relevant.	Answers a totally different question to that set.
Clarity of expression	All points expressed clearly and succinctly.	Most points expressed clearly and succinctly.	Some points may not be expressed clearly.	Not always clear what was intended.	Often difficult to discern what was intended.	Hardly ever possible to discern what was intended.
Organisation	Excellent organisation of the material.	Very clear organisation of material.	Clear organisation of material.	Some organisation of material.	Little structure apparent.	No structure apparent.
Evaluation of theory, methodology and/or empirical evidence	Shows good appreciation of the strengths and weaknesses of theories, methodologies and empirical evidence. and their interplay. May show knowledge of the historical development of the field.	Shows appreciation of the strengths and weaknesses of theories, methodologies and empirical evidence and their interplay. Perhaps some indication of the history of the area.	Makes some attempt to evaluate theories, methodologies and empirical evidence and to justify claims.	Assertion with little concern or evidence.	Assertion without concern for evidence.	Assertion without evidence.

Generic Grade Descriptors – Level 5 – continued						
	First	**Upper Second**	**Lower Second**	**Third**	**Fail**	**Bad Fail**
Personal Contribution	May present own (possibly novel) view of the material, perhaps integrating evidence from or drawing parallels with other areas of the discipline.	May make reasonable attempt to present own view of the material, perhaps trying to integrate evidence from or draw parallels with other areas of the discipline.	May make some attempt to present own view of the material showing some concern for its justification.	May make some attempt to present own view of the material but with little concern for its justification.	May present own view of the material but without any attempt to justify it.	May present a personal view that is irrelevant to the question.

		Generic Grade Descriptors – Level 6				
	First	**Upper Second**	**Lower Second**	**Third**	**Fail**	**Bad Fail**
Coverage of the question	Covers all aspects of the question.	Covers most aspects of the question.	May not address some major aspects of the question.	Fails to address a number of major aspects of the question.	Addresses relatively few of the major aspects of the question. May be too short.	Addresses none of the major aspects of the question. Probably too short.
Knowledge of relevant material	Evidence of extensive independent reading including books and recent journal articles, (in) addition to suggested readings.	Evidence of independent reading including books and journal articles.	Answer based mainly on lecture material.	Some relevant information from lectures.	Little evidence of relevant knowledge. May cite personal anecdote.	Almost no relevant knowledge. May rely on personal anecdote.
Accuracy	All the material is accurate.	There are no major factual errors.	There may be some minor factual errors.	There may be some major factual errors.	There may be many major factual errors.	Little or no factual accuracy.
Relevance	All the material is directly relevant.	Almost all the material is directly relevant.	Some of the material may not be directly relevant.	Much of the material may not be directly relevant.	Little of the material is directly relevant.	Answers a totally different question to that set.
Clarity of expression	All points expressed clearly and succinctly.	Most points expressed clearly and succinctly.	Some points may not be expressed clearly.	Not always clear what was intended.	Often difficult to discern what was intended.	Hardly ever possible to discern what was intended.
Organisation	Excellent organisation of the material.	Very clear organisation of material.	Clear organisation of material.	Some organisation of material.	Little structure apparent.	No structure apparent.
Evaluation of theory, methodology and/or empirical evidence	Shows excellent appreciation of the strengths and weaknesses of theories, methodologies and empirical evidence and their interplay. May show knowledge of the historical development of the field.	Shows appreciation of the strengths and weaknesses of theories, methodologies and empirical evidence and their interplay. Perhaps some indication of the history of the area.	Makes some attempt to evaluate theories, methodologies and empirical evidence and to justify claims.	Assertion with little concern or evidence.	Assertion without concern for evidence.	Assertion without evidence.

Generic Grade Descriptors – Level 6 – continued						
	First	**Upper Second**	**Lower Second**	**Third**	**Fail**	**Bad Fail**
Personal Contribution	May present own (possibly novel) view of the material, perhaps integrating evidence from or drawing parallels with other areas of the discipline. May make insightful predictions about the future development of the area.	May present own view of the material perhaps integrating evidence from or drawing parallels with other areas of the discipline. May make sensible predictions about the future development of the area.	May make some attempt to present own view of the material showing some concern for its justification.	May make some attempt to present own view of the material but with little concern for its justification.	May present own view of the material but without any attempt to justify it.	May present a personal view that is irrelevant to the question.

Level 7 (Postgraduate)		
Mark Range	**Grade**	**Generic Assessment Criteria**
70 – 100	Distinction	Excellent work providing evidence to a very high level of the knowledge, understanding and skills appropriate to level 7. All learning outcomes met, many at high level. Marks at the high end of this range indicate outstanding work where all learning outcomes are met at a high level. Excellent in all or most of: use of primary sources of literature from a range of perspectives; development of analysis and structure of argument; critical evaluation and creative use of theory, research methods and findings; presentation of information to the intended audience.
60 – 69	Commendation	Commendable work providing evidence to a high level of the knowledge, understanding and skills appropriate to level 7. All learning outcomes met, many are more than satisfied. Good in all or most of: use of up-to-date material from a variety of sources; development of analysis and structure of argument; critical evaluation of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
55 – 59	Pass	Satisfactory work providing evidence of the knowledge, understanding and skills appropriate to level 7. All learning outcomes are met. Satisfactory in all or most of: use of relevant material from a variety of sources; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
50 – 54	Pass	Adequate work providing evidence of the knowledge, understanding and skills appropriate to level 7 but only at a bare pass level. All learning outcomes are met (or nearly met and balanced by strengths elsewhere). Adequate in all of (or most of, with balancing strength elsewhere): use of relevant material; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
40 – 49	Fail	Work is not acceptable in providing evidence of the knowledge, understanding and skills appropriate to level 7. However a majority of the learning outcomes are met and others are nearly satisfied. Adequate in most but not all of the following aspects: use of relevant material; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
1 – 39	Fail	Work is not acceptable and provides little evidence of the knowledge, understanding and skills appropriate to level 7. Few of the learning outcomes are met. Inadequate in some of the following aspects or seriously inadequate in at least one: use of relevant material; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
0	Fail	Work not submitted OR Work giving evidence of serious academic misconduct (subject to regulations in ARNA Appendix 1) OR Work showing no evidence of the knowledge, understanding and skills appropriate to level 7. None of the learning outcomes are met.

Appendix 5

Absence Monitoring Procedure within the School of Life Sciences
(For postgraduate programmes consult the programme handbook)

Weekly attendance registers are maintained and submitted to the Programme Administrator for one or two core modules in each programme.

⬇

The Programme Administrator will contact you by email if you have been absent from a particular module for two consecutive weeks without prior notification or, at any point, you have missed more than 50% of taught classes.

⬇

It is important that you respond at this stage as we will otherwise be required to issue a formal warning. Please refer to the Handbook of Student Regulations, Section 8
www.northumbria.ac.uk/sd/central/uso/stud_reg_handbk/

⬇

If we do not get a response from you your Guidance Tutor and Programme Leader will be informed and a formal letter will be sent to your registered home address requiring you get in touch with us.

⬇

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

⬇

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

⬇

Please respond as soon as possible to attempts made to contact you.
Our aim is to help you to get back on track as soon as possible in order to
complete your programme of study successfully.

Appendix 6

Email Etiquette

The University email service plays a vital role in supporting communication at Northumbria. Whether you are a new or experienced user of University email, it is important to be aware of the good practice and conventions that should underpin your use of this service. Emails are used by students for communicating about both social and academic issues; it is therefore easy to forget to adjust your writing style when you switch from addressing your friends to addressing academic / other University staff. However, your relationship with University staff is essentially a professional one and it is important that the written style of your email correspondence reflects this.

In light of the above, please adopt these simple points of good practice or 'netiquette' in your use of Northumbria University's email service:

- Remember that the laws of the land relating to written communication apply equally to email, including laws on defamation, copyright, obscenity, and fraud.
- Try to keep emails short and to the point.
- Use spelling, grammar and punctuation in the same way that you would in any other document. Text speak is not appropriate (e.g. how r u?).
- Write an appropriate and specific label in the subject line so that the recipient knows what to expect.
- In written and telephone communications, time can soften the edge of an ill-conceived response. However, a hasty email response can remain permanently in sharp focus. Resist the temptation to fire off a response. Draft a response and let it cool off for a time before sending it. Reconsider your response again after a walk or a coffee.
- If you are replying to a message, read the original message again. You might be misinterpreting the intent of the sender.
- Be very careful about how you express yourself. Use humour and sarcasm with care; you are much more likely to be misunderstood in an email than in person, as you are unable to use body language/vocal inflection to convey your meaning.
- Don't send emails on the behalf of others, or pretend to be someone else when sending emails.
- Remember that people other than the addressee may see your message, so think carefully before sending any sensitive or confidential information by email.
- Check your University email regularly and reply promptly as your correspondents will assume that messages are reaching you. Your University email address will be used as a first point of contact by both academic and non-academic staff within the University.

Following the guidelines above will help to ensure that your email correspondence with University staff is appropriate in style and tone and should also ensure that your meaning is communicated clearly, with minimal potential for misinterpretation.

Email provides a quick and easy form of communication between lecturers, administrative staff and students alike. The benefits email delivers are considerable, especially when out of hours and off campus access are considered. However, even with the best of intentions, misunderstandings are likely to occur, as with almost any type of communication. In order to make the most of emails and avoid unnecessary distress the following guidelines are intended to help both student and staff to communicate what is intended and avoid misunderstanding. Detailed information on University regulations and further advice can be found on the University website.

Email servers

Always use your University email server for University related emails. Staff will delete messages from unknown addresses, and so your requests may not get read. Furthermore, it is against the University's rules to use external servers such as Hotmail and windows messenger service on campus, and such use may lead to disciplinary action.

Emails are public documents, despite the fact that you may send an email to someone privately. Therefore, only include those statements in email that you can openly defend should your message be circulated or shown to other parties. Using emoticons (smiley faces, winks, etc.), and other virtual gestures may be appropriate in some cases, but not in all cases! It is always essential to consider the type of relationship you have with the receiver of your message before including virtual non-verbals. If your relationship is more casual, then using the symbols is fine. If your relationship is more formal, then it is best to refrain from using them.

Who am I sending my email to?

It is always important to know who will receive your email, especially if you 'reply to all'. A joke between two friends can easily offend an unintended audience. Write a salutation or greeting for each new subject email. However, if you exchange several emails over the same topic (for example, a meeting day and time) it is not necessary to include a greeting because it is as though you are carrying on a conversation. When we carry on conversations, we do not say hello each time we speak.

Forwarding mail
Be careful when forwarding mail. You may unintentionally reveal the contents of previous discussions because earlier messages are included with the forwarded mail.

How long will it take to get a reply?
Members of academic staff publish days and times that they are available in their offices. On such days it is not unreasonable to expect a reply the same day to an emailed request. However, it is important to realise that sometimes staff may be away from University or busy teaching and a day or two may pass before they have time to respond. Exercise patience. A repeated request in ever more curt tones will be less likely to generate the required response. Attempting to hold an email conversation with a member of staff to check details of an assessment for example is not appropriate and one email on a particular topic should be carefully planned if the tutor has agreed to respond by email to your queries.

Do I have to reply?
All students are expected to check their emails several times a week and to respond within a day or two to requests from staff. It would be most unreasonable to expect quick replies to your own requests, but to consider others requests as not important.

Unreasonable expectations
Staff cannot be expected to print off documents for students, send attachments of documents that are available elsewhere, e.g. Blackboard or the University's website, or attach academic papers that are the subject of copyright laws.

You are not permitted to submit assessed work via email except under very exceptional circumstances, and then only with prior permission from the module tutor. A record of this permission must be logged with the administrative staff in the Student Support and Advice Centre.

Avoid flaming
Flaming is a term for venting emotion online or sending inflammatory emails. Flames are unproductive and injurious to the parties involved.

What you say cannot be taken back. Misinterpretations happen very easily even in neutral emails because there is a lack of nonverbal expression to cue the recipient about your motives and intentions. You can imagine how much misinterpretation can occur when you are expressing frustration and/or anger.

Things to consider before clicking 'send'
- Would I say this to this person's face?
- Am I putting the receiver in an awkward position?
- How would I feel if I got this email message?

Usually, by the time you consider the above questions you will be calm enough to write your message with a different approach. Catching someone by surprise in a flaming message is a quick way to alienate your reader mainly because they will react with anger or embarrassment.

When it appears that a dialogue has turned into a conflict, it is best to suggest an end to the swapping of email and for you to talk or meet in person. If you receive a flaming email try to respond in a short and simple response.

Break the cycle of message and response. A telephone call or personal conversation can do wonders in resolving difficulties.

When should I not send an email?
There are many subjects that are too sensitive to discuss over email mainly because misinterpretation could have serious consequences. Some topics that should generally be resolved outside of email are:
- Disciplinary action
- Conflicts about grades or personal information
- Concerns about fellow students or members of staff
- Complaints

Spamming
The University email system must not be used for spamming, e.g. advertising accommodation, books for sale, etc. The University may discipline anyone breaking this rule.
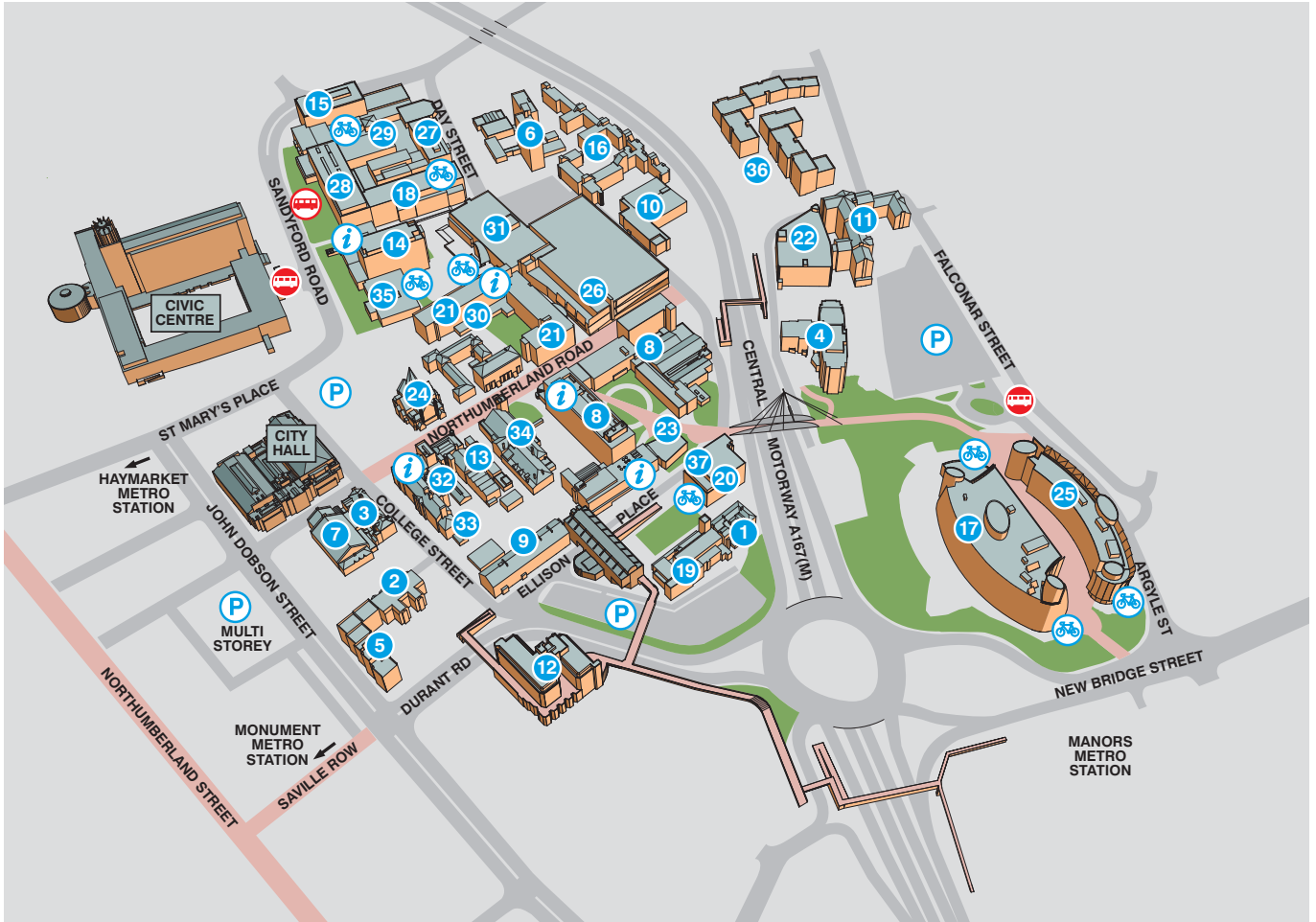
Appendix 7

Policy on eLP (Blackboard) Support for Modules in Life Sciences

1. All modules will utilise the eLP (Blackboard) to support student learning. Exceptions will be approved by the Associate Dean – Learning & Teaching and have sound pedagogic reasons.
2. Module leaders will ensure their module sites are made available to students in advance of the module starting.
3. Staff will normally post lecture material (Powerpoint slides or alternative) at least 24 hours in advance of the session. Students are encouraged to print these and bring them to the lecture. Paper copies of lecture slides will not be provided by the tutor (though in some exceptional cases, where felt necessary, they may be).
4. Pre-lecture slides/ notes may be an adapted or early version of those used in the lecture (e.g. they may include missing material to be completed by students in-class).
5. Preparatory information for seminars/ practicals will be posted at least one week in advance. In some cases this may be replaced by a Practical Workbook supplied at the start of the module.
6. The School operates a standard template for its eLP site to ensure consistency of student experience across module sites. Each module site will include
   a. **Announcements** – relevant information that relates to the module, e.g. welcome; special arrangements; reminders
   b. **Module information**
      i. Electronic version of module guide/ outline – including module learning outcomes, delivery schedule/ timetable, reading lists
      ii. Module review from previous year
      iii. Handbook (if relevant), e.g. fieldwork, placement, dissertation/Honours project/Masters thesis, practical workbook
   c. **Staff information** – Contact details for staff teaching on module
   d. **Module assessment information**
      i. Assessment overview , including submission deadlines and date work will be returned for each assessment component
      ii. Assessment brief for each assessment component
   e. **Teaching materials**
      i. Pre-lecture slides and any advance preparatory material as specified above

Appendix 8

Map of the City Campus

1 21 & 22 Ellison Place
2 Campus Services
3 Burt Hall
4 Camden Court
5 Clapham House
6 Claude Gibb Hall
7 Drill Hall
8 Ellison Building ⓘ
9 Ellison Terrace
10 Former Sports Facility
11 Glenamara House
12 Hadrian House
13 Health Centre
14 Library
15 Lipman Building
16 Lovaine Halls and Flats
17 The Newcastle Business School and School of Law Building ⓘ
18 Newcastle College
19 Newcastle Unitarian Church (Durant and Turner Halls)
20 Nixon Hall
21 Northumberland Building
22 Pandon Building
23 Rutherford Hall
24 St James' Church
25 The School of Design Building
26 Sport Central
27 Squires Annexe
28 Squires Building
29 Squires Workshops
30 Student Support and Wellbeing Centre
31 Students' Union
32 Sutherland Building ⓘ
33 Sutherland House (Security)
34 Trinity Building
35 University Gallery and Baring Wing
36 Victoria Hall
37 Wynne-Jones Centre

Key

ⓘ Reception/ Information Centre

Ⓟ Parking

🚲 Cycle Parking

🚌 Bus Stop (Free Bus)

🚌 Public Bus

  Pedestrianised/ buses only

Appendix 9

Ellison Building Block Map