



University Student Handbook

FOR

TAUGHT PROGRAMMES –

UNDERGRADUATE AND POSTGRADUATE

2017/18 Handbook

Please note that whilst every care has been taken to ensure that the information in this Handbook is accurate, it must be read as subject to change over the coming year. The Handbook is intended as a guide only. Full reference should be made to the University's web pages for the full rules and regulations and updated information.

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1 This Handbook

This handbook is for all students studying on undergraduate and postgraduate taught programmes. It aims to give both new students to the University and those continuing their studies a central reference point for University-wide regulations, processes and guidance to help and support you through your studies. You will also receive course-specific information from your School of Study.

If you are studying for a research degree, further information is available at:

www.uea.ac.uk/pgresearch

2 Schools of Study and Faculties

As a student at the University of East Anglia, you will be a member of a School of Study. Your School provides a range of academic courses including the one you are registered on. Each School has a Head of School who is responsible for the academic and strategic management of the School. In addition there is a Senior Adviser who is responsible for the management of the Student Advising System within your School and a Director of Teaching and Learning (sometimes known as a Teaching Director) who is responsible for the academic quality of courses within the School.

Your School of Study belongs to one of four Faculties; details are available at the following websites:

[Faculty of Medicine and Health Sciences \(FMH\)](#)

[Faculty of Arts and Humanities \(HUM\)](#)

[Faculty of Science \(SCI\)](#)

[Faculty of Social Sciences \(SSF\)](#)

Each Faculty is managed by a Dean of Faculty who is responsible for the academic and strategic management of the Schools that fall within his/her Faculty. The Dean is supported in this by a number of Associate Deans who have specific areas of responsibility (e.g. Admissions; Learning and Teaching; Research and Innovation) together with an administrative team headed up by a Senior Faculty Manager.

3 Your Adviser

The UEA Advising System aims to support students in achieving their academic and personal development and prepare students for graduate employment or further study by offering academic, professional and personal advice, guidance and support. Each student is allocated a member of academic staff who will be their Adviser; usually you will have the same person for the entire time that you are studying on a programme. Advisers will invite students to meet with them at the start of their course and regularly through their period of study.

3.1 Role of the Adviser

You can arrange to meet with your Adviser during timetabled advising sessions or at other times by arrangement. Your Adviser is someone to whom you can turn with any problem, academic or not. Your Adviser will offer advice and guidance to support your academic, personal and professional development. This will include helping you to reflect on and benefit from the feedback you receive on your work. On the personal side, you can discuss with your Adviser, in confidence, any matter - from health problems to relationship break-ups, whether or not it affects your ability to study. Your Adviser will be able to offer initial support on a range of issues and will also be able to direct you to the professional services offered by the Student Support Services and the Student Union Advice Centre, where appropriate.

When you first meet your Adviser, they will let you know how best to contact them, and how future meetings will be arranged. If you need to see your Adviser urgently, don't be afraid to ask. Leave a note, or send an e-mail, and you will be contacted as soon as possible. If your Adviser has alternative arrangements for organising meetings, such as the provision of booking forms which may be completed on/by their door, then they will let you know in your first meeting.

If you are having serious medical or personal problems, you may be able to take a break from your studies or repeat a semester or year. Please discuss your situation with your Adviser as soon as you can if this happens, so that we can give you the best advice and make a request for you to take break in your studies if that is the best way forward for you. Such requests are referred to as 'concessions for an interruption to your period of study' – this was previously known as an 'intercalation' at the University.

In some Schools your Adviser may fulfil a slightly different role as other academic staff may also be involved in an academic advisory capacity – your Course Handbook will make this clear to you if this is the case.

If you are a postgraduate taught student and are required to complete a dissertation as part of your programme then you will also be assigned a Supervisor as your academic mentor for this piece of work.

Further information about the Advising system is available at:

portal.uea.ac.uk/learningandteaching/students/gettingstarted/adviser

3.2 Senior Adviser

Each School has a Senior Adviser who has overall responsibility for matters related to student welfare within your School. If, for any reason, you wish to change your Adviser, then you should arrange this with your School's Senior Adviser, or else inform the Learning and Teaching Service who will contact the Senior Adviser on your behalf.

4 The Learning and Teaching Service

Although all students belong to a specific School, your everyday support for your learning and teaching is provided by an integrated Learning and Teaching Service, operating out of three Hubs across the campus. Your Hub will depend on the Course you are studying:

Learning and Teaching Hub Location	Courses supported	Schools supported
Elizabeth Fry Building (EFB), Chancellors Drive	Undergraduate (UG) Postgraduate Taught (PGT) courses, Graduate Diplomas & Integrated Masters	BIO, CHE, CMP, ENV, MED, MTH, NAT SCI, NBS, PHA
Zuckerman Institute Building (ZICER), Chancellors Drive	Undergraduate (UG), Postgraduate Taught (PGT) courses & Placements	EDU, HSC, PSY, SWK Placement support for: EDU, HSC, MED, PHA, PSY, SWK
ARTS Building (ARTS), opposite 'Blend' cafeteria on the Teaching Wall	UG & PGT courses	AMA (ART, AMS, FTM), DEV, ECO, HIS, HUM, LAW, LDC, PPL (PHI, PSI, LCS)

The Hubs are staffed from 08.00 to 18.00, Monday to Friday (except for University Closures, such as Bank Holidays).

The Learning and Teaching Hubs are there to help you and can assist with teaching-related matters such as:

- Production of 'confirmation of study' letters
- Production of letters of recommendation to enable you to open a bank account on campus
- Timetables
- Registration
- Module enrolments
- Course and module queries and information
- Queries about your marks
- Coursework submission
- Coursework deadline extension requests
- Advice on University regulations, policies and procedures
- Applying for concessions against University regulations, e.g. requests to interrupt your period of study – this was previously known as 'intercalation' at the University
- Information about what to do if you wish to raise a concern about your academic results, or if you wish to make a complaint
- Advice about what to do if you miss an examination, a course test or an assessed practical
- Advice about what to do if you are experiencing difficulties with your studies or have to miss teaching sessions

You can email our teams at:

E-mail display name	Hub	Email address
<u>LTS Hub – Elizabeth Fry General Enquiries</u>		
<u>Mailbox</u>	EFB	hub.elizabethfryenquiries@uea.ac.uk
LTS Hub – BIO UG Mailbox	EFB	hub.ug.bio@uea.ac.uk
LTS Hub – CHE UG Mailbox	EFB	hub.ug.che@uea.ac.uk
LTS Hub – CMP UG Mailbox	EFB	hub.ug.cmp@uea.ac.uk
LTS Hub – ENV UG Mailbox	EFB	hub.ug.env@uea.ac.uk
LTS Hub – MED UG Mailbox	EFB	hub.ug.med@uea.ac.uk
LTS Hub – MTH UG Mailbox	EFB	hub.ug.mth@uea.ac.uk
LTS Hub – NAT UG Mailbox	EFB	hub.ug.nat@uea.ac.uk
LTS Hub – NBS UG Mailbox	EFB	hub.ug.nbs@uea.ac.uk
LTS Hub – PHA UG Mailbox	EFB	hub.ug.pha@uea.ac.uk
LTS Hub – MED PGT Mailbox	EFB	hub.pgt.med@uea.ac.uk
LTS Hub – NBS PGT Mailbox	EFB	hub.pgt.nbs@uea.ac.uk
LTS Hub – NBS MBA Mailbox	EFB	hub.mba.nbs@uea.ac.uk
LTS Hub – PHA PGT Mailbox	EFB	hub.pgt.pha@uea.ac.uk
LTS Hub – SCI PGT Mailbox (BIO, CHE, CMP, ENV, MTH:ENG)	EFB	hub.pgt.sci@uea.ac.uk
<u>LTS Hub – ZICER General Enquiries</u>		
<u>Mailbox</u>	ZICER	hub.zicerenquiries@uea.ac.uk
LTS Hub – EDU UG Mailbox	ZICER	hub.ug.edu@uea.ac.uk
LTS Hub – EDU PGT Mailbox	ZICER	hub.pgt.edu@uea.ac.uk
LTS Hub – PGCE Mailbox	ZICER	hub.pgt.pgce@uea.ac.uk
LTS Hub – HSC Occupational, Physio, Speech & Language Therapy UG Mailbox	ZICER	hub.OTPTSILT.hsc@uea.ac.uk
LTS Hub – HSC Nursing, Midwifery, ODP, Paramedic UG Mailbox	ZICER	hub.ugpre.hsc@uea.ac.uk
LTS Hub – HSC Post Registration Mailbox	ZICER	hub.ugpost.hsc@uea.ac.uk
LTS Hub – HSC PGT Mailbox	ZICER	hub.pgt.hsc@uea.ac.uk
LTS Hub – PSY UG Mailbox	ZICER	hub.ug.psy@uea.ac.uk
LTS Hub – PSY PGT Mailbox	ZICER	hub.pgt.psy@uea.ac.uk
LTS Hub – SWK UG Mailbox	ZICER	hub.ug.swk@uea.ac.uk
LTS Hub – SWK PGT Mailbox	ZICER	hub.pgt.swk@uea.ac.uk
<u>Placements</u>		
LTS Hub – Placements – Occupational Therapy Mailbox	ZICER	hub.placements.ot@uea.ac.uk
LTS Hub – Placements – Physiotherapy Mailbox	ZICER	hub.placements.pt@uea.ac.uk
LTS Hub – Placements – Speech & Language Therapy Mailbox	ZICER	hub.placements.slt@uea.ac.uk
LTS Hub – Placements – Social Work Mailbox	ZICER	hub.placements.swk@uea.ac.uk
LTS Hub – Placements – PGCE Primary Mailbox	ZICER	hub.placements.pgcepy@uea.ac.uk

LTS Hub – Placements – PGCE Secondary Mailbox	ZICER	hub.placements.pgcesy@uea.ac.uk
LTS Hub – Placements – EDU non-PGCE Mailbox	ZICER	hub.placements.edu@uea.ac.uk
LTS Hub – Placements – PHA Mailbox	ZICER	hub.placements.pha@uea.ac.uk
LTS Hub – Placements – MED Mailbox	ZICER	hub.placements.med@uea.ac.uk
LTS Hub – Placements – Physician Associate Mailbox	ZICER	hub.placements.pa@uea.ac.uk
LTS Hub – Placements – Nursing, Midwifery, ODP, Paramedic Mailbox	ZICER	hub.placements.hsc@uea.ac.uk
LTS Hub – Placements – PSY Mailbox	ZICER	hub.placements.psy@uea.ac.uk

LTS Hub – ARTS UG General Enquiries

<u>Mailbox</u>	ARTS	hub.ug.artsenquiries@uea.ac.uk
LTS Hub – AMA UG Mailbox	ARTS	hub.ug.ams@uea.ac.uk
LTS Hub – ART UG Mailbox	ARTS	hub.ug.art@uea.ac.uk
LTS Hub – DEV UG Mailbox	ARTS	hub.ug.dev@uea.ac.uk
LTS Hub – ECO UG Mailbox	ARTS	hub.ug.eco@uea.ac.uk
LTS Hub – FTM UG Mailbox	ARTS	hub.ug.ftm@uea.ac.uk
LTS Hub – HIS UG Mailbox	ARTS	hub.ug.his@uea.ac.uk
LTS Hub – HUM UG Mailbox	ARTS	hub.ug.hum@uea.ac.uk
LTS Hub – LAW UG Mailbox	ARTS	hub.ug.law@uea.ac.uk
LTS Hub – LCS UG Mailbox	ARTS	hub.ug.lcs@uea.ac.uk
LTS Hub – LDC UG Mailbox	ARTS	hub.ug ldc@uea.ac.uk
LTS Hub – PHI UG Mailbox	ARTS	hub.ug.phi@uea.ac.uk
LTS Hub – PSI UG Mailbox	ARTS	hub.ug.psi@uea.ac.uk

LTS Hub – ARTS PGT General Enquiries

<u>Mailbox</u>	ARTS	hub.pgt.artsenquiries@uea.ac.uk
LTS Hub – ART PGT Mailbox	ARTS	hub.pgt.art@uea.ac.uk
LTS Hub – LAW PGT Mailbox	ARTS	hub.pgt.law@uea.ac.uk
LTS Hub – LDC PGT Mailbox	ARTS	hub.pgt ldc@uea.ac.uk
LTS Hub – DEV PGT Mailbox	ARTS	hub.pgt.dev@uea.ac.uk
LTS Hub – AMS PGT Mailbox	ARTS	hub.pgt.ams@uea.ac.uk
LTS Hub – PHI PGT Mailbox	ARTS	hub.pgt.phi@uea.ac.uk
LTS Hub – LCS PGT Mailbox	ARTS	hub.pgt.lcs@uea.ac.uk
LTS Hub – ECO PGT Mailbox	ARTS	hub.pgt.eco@uea.ac.uk
LTS Hub – FTM PGT Mailbox	ARTS	hub.pgt.ftm@uea.ac.uk
LTS Hub – PSI PGT Mailbox	ARTS	hub.pgt.psi@uea.ac.uk
LTS Hub – HIS PGT Mailbox	ARTS	hub.pgt.his@uea.ac.uk
LTS Hub – HUM PGT Mailbox	ARTS	hub.pgt.hum@uea.ac.uk

General Enquiries Assessments

Assessments **exams@uea.ac.uk**

4.1 The Learning & Teaching Service Website

The [Learning and Teaching website](#) is an excellent source of information in support of your learning (and teaching) at the University. On these pages you will find information, documents and forms which cover University-wide processes, regulations and procedures.

4.2 Online Forms

During your time at UEA you may be required to fill out a variety of forms to give us information about your personal circumstances, to change courses or modules, or to request a formal letter from the University. The Learning and Teaching website holds a wide range of forms available as Adobe pdf files most of which can now be filled in on your computer, saved and emailed to your Hub. For more information, see [Forms](#).

5 Communication

5.1 Notices, letters and emails

Under the University's 'General Regulation for Students' you are required to respond to any notices or communication sent/directed to you within 48 hours of it being made available to you.

- **Email** is the main method of communication. **Official University emails will be sent to your UEA email account.** A weekly e-bulletin is sent out to all students on a Tuesday lunchtime, which contains information about University news and events specifically aimed at students, and you should take time to read it.
- **Notices** may be posted on University, Faculty or School notice boards. For example, School notice boards for general news, e.g., funding opportunities for higher degrees, open lectures, conferences and other outside events.
- **Internal mail** is placed in the **student letter boxes, known as pigeon holes, situated in each School.** This may include University letters, invoices or other official University communications. Please check your pigeon-hole regularly.
- In addition, messages may be posted on the **Student Portal**; details are given below.

You must, therefore, ensure that you are aware of the location of pigeonholes and notice boards, and that you check pigeonholes and your University email account on a regular basis, **at least every 48 hours, and preferably daily.** All communications will be assumed to be known to you within 48 hours of the date of issue.

If your programme or mode of study (e.g., distance learning, placement, part-time) means that you are not on campus then the expectation remains that you will check your University email account and the Student Portal on the same sort of regular basis.

Every student must be in a position to respond to any notice or communication directed to him/her within 48 hours of it being made available to them. The expectation is that if a response is required from you that you will reply within 48 hours.

5.2 Accessing your UEA Email

Our email service at UEA is provided by Microsoft and Office 365. To log into your email go to outlook.office365.com/uea.ac.uk and sign in using your normal UEA username (in the format **abc17xyz@uea.ac.uk**) and password. From here you will be able to see all of your emails. Any changes you make to them on any of your devices will be instantly reflected on the web.

To log into your email on mobile devices it is strongly recommended that you access your UEA email using the Outlook app, and that you keep your UEA email separate from your personal email accounts; instructions can be found [here](#).

(You will need to have configured your UEA email via the Outlook app before you can add your UEA timetable to Office 365; instructions are available [here](#)).

5.3 External mail/post

If you are living in a student residence on campus your external mail should be addressed to your name, house and room number, **University of East Anglia, Norwich Research Park, NR4 7TJ**. Your mail may be collected from the University post room which is in the ARTS 1 building, lower ground floor, from 10.00-16.30, Monday-Friday. Further information on post can be found [here](#).

5.4 Change of address

It is very important that you keep your semester-time and out-of-semester-time addresses up-to-date, particularly if or when you move out of UEA Residences. You can change your address online via e-Vision eVision.uea.ac.uk/. Failure to do so will result in information being sent to your last known address and may result in you not receiving important information relating to your study.

Failure to immediately notify the University of a change to your semester time or permanent home address is a breach of the University's General Regulations for Students.

5.5 Communication by text and mobile phone

The University may contact you by SMS text message or ring you on your mobile telephone in the event of an emergency. It is very important that you keep your mobile phone number up to date on your student record. This can be updated via the portal on e:Vision.

6 The Student Portal and e:Vision

News items and University notices for students may be posted on the UEA intranet. The student view of this is called the **Student Portal**, and from your home page you can access a range of services and support, including **Blackboard** our Virtual Learning Environment, for course-specific learning resources such as module outlines, and **e:Vision** for your view of your student record.

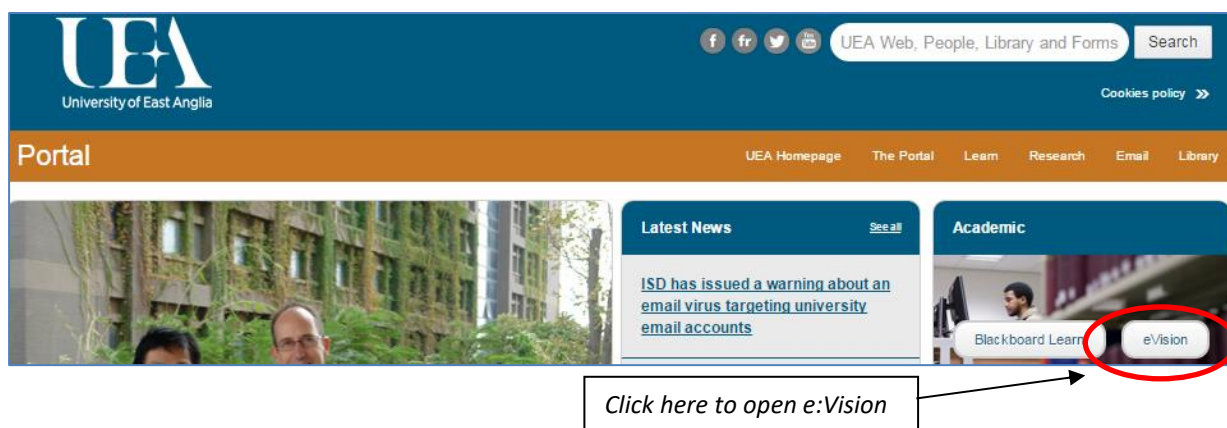
1. In order to access e:Vision you will first need to open the UEA Portal. There are two way to access the Portal:

- a. **Using a UEA desktop PC on campus:**

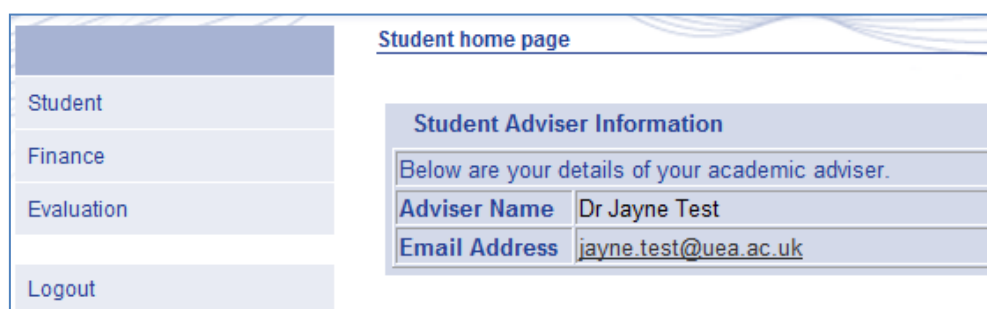
- Once you have logged onto the computer using your UEA username and password the Portal opens as your homepage.
- Click the e:Vision link shown in the screenshot below.

b. Using a non-UEA computer:

- Open a web browser such as Internet Explorer and type portal.uea.ac.uk into the address line.
- Click the e:Vision link shown in the screenshot below then enter your UEA username and password at the login screen.



e:Vision will open at the next screen as shown below:



If you do not have access to the Portal, e:Vision can be accessed directly by typing evision.uea.ac.uk into the address line of your web browser, then entering your UEA username and password at the login screen.

7 Campus Cards

Campus cards are issued to all UEA students. You will need a Campus Card to gain access to the following:

- The Library
- Car Park
- Sportspark
- Restricted access areas - Labs in some schools
- Student Union Membership (UEA & national membership)

The Campus Card service operates from the IT Service Desk in the Library from 09.00-19:00, Monday-Friday and 12:00 – 19:00 at weekends.

If you make a personal visit to the Library, staff at the IT Service Desk can assist you with all campus card-related queries. If you need a replacement card you can also fill in the following [online application form](#). The card can then be collected from the IT Service Desk. For online applications we will do our best to print your new card within 24 hours but please allow up to 48 hours at busy times.

Contact number for Campus Cards: extension 2419 (external callers 01603 592419)

8 Student Finances

Taking responsibility for your finances is an important part of your time at UEA. When you receive an invoice from the University, you must pay it within 28 days. If you cannot pay your invoice then you must go to the Cashiers Office in Registry as soon as possible to talk to someone about your difficulty in doing so. It may be possible for alternative arrangements to be made so that you avoid 'late payment' fees being added to your bill. Please make sure that you are aware of the consequences of not keeping up with payments to the University – for example, non-payment could lead to suspension from your studies.

The Student Support Service, previously known as the Dean of Students' Office (DOS), offers information and advice on all aspects of student financial support and administers the grants and loans available to eligible students: www.uea.ac.uk/services/students/Fin

9 Student Support Service: Students with disabilities, specific learning difficulties (SpLDs), long-term medical conditions and mental health concerns

The Wellbeing Service within the Student Support Service has specialist Disability, SpLD, Autism Spectrum and Mental Health Advisers. Advisers co-ordinate support and information for all students whose disability, SpLD or physical or mental health difficulty is impacting on their ability to achieve their academic potential and make the most of the opportunities available at UEA. You may have declared a disability, SpLD, Autism Spectrum condition (ASC) or mental health difficulty on your application form and already made contact with the Wellbeing Service prior to your arrival to discuss any particular requirements you have. If not, do not hesitate to contact the Wellbeing Service (email: studentsupport@uea.ac.uk; tel: 01603 592761) at any time while you are studying at the UEA, if you require advice, practical assistance or support for your studies.

Information can be found at the following website:
www.uea.ac.uk/services/students/wellbeing

9.1 Students with Specific Learning Difficulties (SpLDs): dyslexia, dyspraxia, dysgraphia, dyscalculia, AD(H)D or Autism Spectrum Conditions (ASC)

If you already have a diagnosis of a SpLD or an ASC, specialist study skills tutorials, advice and support for study and guidance related to any concerns that may arise are available from friendly and qualified staff in the Student Support Service. Appointments with a SpLD Specialist Tutor can be booked by going to the Student Support Centre, by telephoning 01603 592761 or by emailing studentsupport@uea.ac.uk.

If you think you may have a SpLD or ASC, but have never been diagnosed, the Disability Service offers a screening and diagnostic service on campus. If this is a possibility for you, early contact with the Service is advised, but you can be assessed at any point in your course of study. However, please note that students in the last 3 months of their course of study will be screened but may not be able to access a diagnostic appointment.

If you think you may have a SpLD or an ASC please collect a pre-screening information and questionnaire pack from the Student Support Centre reception or download it from the website. You can also make an appointment to meet with an Adviser for assistance in completing the pre-screening pack or if you have any questions or concerns. To make an appointment you can go to the Student Support Centre, telephone 01603 592761 or email studentsupport@uea.ac.uk.

9.2 Mental Wellbeing

The Mental Health Advisers support students who have diagnosed and emerging mental health problems and wellbeing issues, including addictions, trauma, anxiety and mood disorders. They provide confidential advice, guidance and information, as well as short term support. Confidential one-to-one counselling is also available. Students who want to talk through personal issues on a regular basis may prefer to access this service. Students who have a diagnosed mental health condition may use both services. To make an appointment with a Mental Health Adviser or Counsellor, you can go to the Student Support Centre, telephone 01603 592761 or email studentsupport@uea.ac.uk.

9.3 Sticker system for students with Specific Learning Difficulties

The University has a voluntary sticker system for written assignments, formal University written examinations and some course tests for use by students who have an evidenced SpLD or an ASC. Use of stickers is optional. A 'virtual' sticker can be applied to electronic submission of work. A sticker will alert the marker to use marking criteria that have been adjusted to take into account a range of learning difficulties such as dyslexia, and to provide appropriate feedback on coursework. Stickers can be collected from reception in the Student Support Centre.

9.4 Individual arrangements for examinations and course tests

If you require 'individual arrangements' in respect of your teaching and learning and your assessments, you must contact the Student Support Service in the first instance. Reasonable adjustments must be applied for and are granted where appropriate evidence has been provided,

for example, a medical certificate or a recent Educational Psychologist's report. For further information please contact the Student Support Service or your School's Disability Liaison Officer (see below).

9.5 Disability Liaison Officer

Each School has a Disability Liaison Officer who will provide staff and students with advice and guidance about disability issues and support. The Disability Liaison Officers liaise regularly with the Disability Co-ordinator in Student Support Services in relation to general policies and procedures and individual student requirements.

10 Regulations

10.1 General Regulations for Students

All students must abide by the **General Regulations for Students**. You should ensure that you are familiar with the regulations and conduct yourself accordingly. If you have any queries about any part of these regulations, please contact your Adviser, Student Support Services (previously known as Dean of Students' Office), or the Student Union's Advice Service for further advice.

General Regulations for Students are available [here](#)

Failure to abide by any University regulations may result in disciplinary action under the University's [Disciplinary Procedures](#). The General Regulations and Disciplinary Procedures are available [here](#)

10.2 Regulations for Awards

There are also regulations governing the award of degrees and other qualifications, which you have agreed to abide by when you registered as a student. The set of regulations governing your award may depend on the academic year in which you started your programme:

Postgraduate Masters Degrees for students commencing or continuing with their studies in 2017/18- [Common Masters Framework](#)

Undergraduate and Integrated Masters Degrees for students [Bachelors and Integrated Masters Regulations](#)

Graduate [Diplomas](#)

[Graduate Diploma in Legal Studies](#)

[Continuing Education Certificates](#)

[Certificate in Common Law](#)

10.3 Plagiarism and Collusion

Plagiarism and collusion are defined as follows:

Plagiarism:

- The reproduction without acknowledgement, of work (including the work of fellow students), published or unpublished, either verbatim or in close paraphrase. In this context, the work of others includes material downloaded from computer files and the internet, discussions in seminars, ideas, text and diagrams from lecture handouts
- Poor academic practice which is unintentional
- The reproduction, without acknowledgement, of a student's own previously submitted work

Plagiarism can occur in 'open-book' examinations and/or coursework assessments, which may take a variety of forms, including, but not exclusively confined to, essays, reports, presentations, dissertations, projects.

Collusion is a form of plagiarism, involving unauthorised co-operation between at least two people. Various forms of collaborative assessment undertaken in accordance with published requirements do not fall under the heading of collusion; please see further guidance on authorised collaboration in the *Guidance Note* – [Assessing Group Work](#) and [Guidance on the Use of Proofreaders](#)

Collusion can take the following forms:

- The conspiring by two or more students to produce a piece of work together with the intention that at least one passes it off as his or her own work.
- The submission by a student of the work of another student in circumstances where the latter has willingly provided the work and where it should be evident that the recipient of the work is likely to submit it as their own. In such cases, **both** students are guilty of collusion.
- Unauthorised co-operation between a student and another person in the preparation and production of work which is presented as the student's own.
- The commissioning and submission of work as the student's own, where the student has purchased or solicited another individual to produce work on the student's behalf.

By formally registering with the University, you sign to declare that any work handed in is your own and is free from plagiarism and collusion. All work, summative and formative, submitted for assessment by you is accepted on the understanding that it is your own effort without falsification of any kind. You are expected to offer your own analysis and presentation of information gleaned from research, even when group exercises are carried out. In so far as you rely on sources, you should indicate what these are in accordance with the appropriate convention in your discipline.

The University's [Policy and Procedures for Dealing with Suspected Cases of Plagiarism and/or Collusion](#).

If you have any questions relating to these procedures, please contact your Adviser, or the School Plagiarism Officer.

If you are deemed guilty of plagiarism and/or collusion your mark will be penalised. You may also be subject to disciplinary action in accordance with the University's [Disciplinary Procedures](#).

10.4 Attendance and Absence

You are required to attend all timetabled events as a compulsory part of your course. If you find that you are unable to attend, you must inform the University. To make this process easier for you, an **online absence reporting system** is available from your portal, under 'Personal and Course Details'. You should click on 'Report Absence' in the 'Course Information' container, this enables you to let us know when your period of absence starts, how long you think you may be absent and the reason for your absence. It will also let you know when you can report a period of absence and when supporting evidence will be required.

Wherever possible you should report your absence on the day it starts. If your absence continues you should return to the online system and extend your current absence record each day as necessary. Alternatively, if you know you will be away for a specific period, you may confirm this on the day it starts and amend if the period of absence turns out to be longer or shorter. The attendance register for any timetabled teaching events during the period of reported absence will then be automatically updated to show that you are not expected to attend; this also informs the lecturer/module organiser that you will not be present. Your lecturer/module organiser will take at least one register every week, and your absence records will be reviewed by the School at least twice per semester.

It is important that you document the occasions when you are absent, so that your School could support you if you are encountering difficulties with your studies. Your School may invite you to an initial meeting, to explore how it could help you if you have missed tuition, or it may refer you to other student support services at the University. It is important for you to talk to your School and make the most out of the guidance and support available. Your School may also refer to your record of absence and engagement when writing any future references for you, and if there are no valid reasons for your absence and you don't meet with/provide information to your School when asked to do so, it is possible that disciplinary action may be taken under the University's General Regulations.

Please see Section 13 in the following link for further details:

<portal.uea.ac.uk/documents/6207125/7465906/Section+3+General+Regulations+for+Students.pdf>

If you are an international student and hold a **Tier 4 Visa**, it is important for the University to check that you are attending regularly and are meeting expected contact points as this is essential to ensuring that your Visa remains valid.

If you are a PGT student with a Tier 4 Visa, it may be possible for you to complete your dissertation outside the UK during the writing-up period for your dissertation, but you must seek permission from your School. A form is available for this purpose from: <portal.uea.ac.uk/learning-and-teaching/students/forms>

If you are registered on a **course that leads to registration with a professional body** e.g. the Nursing and Midwifery Council, your School may have specific procedures for you to follow if you are absent, particularly while you are on placements. You must, therefore, always check whether your course has any specific requirements. You must also check the arrangements for catching up with missed work.

The information concerning your record of absence will be held by the University for up to a year after your graduation/completion of your studies. Thereafter, the information will be confidentially destroyed in accordance with the University's record retention procedures.

If you report your absence for any reason, it does not exempt you from submitting coursework by the due date:

If you use the online facility to report your absence and you require an extension to the deadline for submitting your coursework, you must still submit a request for the extension. You must not assume that, by reporting your absence, you will have an automatic extension.

If you know that you will be absent and want to seek permission in advance:

If you know that you will have to be absent from your studies because of a specific event, e.g. a hospital appointment or job interviews, you should seek permission to be absent by using the online facility that is available from your portal. You will be asked to provide evidence to support your request within five working days, and should allow at least ten working days for your request to be considered AFTER you have submitted evidence. The maximum period that a Leave of Absence (i.e. your request to be absent in advance) can be granted is ten working days. If you think that you will be absent for a longer period then please talk to your Learning and Teaching Hub.

10.5 Interruption to your period of study (previously known as 'intercalation')

The General Regulations for students make provision for students who are facing particularly serious personal difficulties outside of their studies to interrupt a course of study for an agreed length of time. An interruption to a period of study could be granted for a variety of reasons, usually these are medical, financial, or personal, or it can be combination of all of these reasons. Often the factors which have led to the request will have affected academic progress.

If you think that you may need to interrupt your studies, you should contact your Adviser in the first instance, and then see someone in the Learning and Teaching Service to discuss your options. All the Learning and Teaching Hubs have meeting rooms where you can talk to staff confidentially about any such matters. **Please note that an interruption to your period of study requires the approval of the University and you should not assume that your request has been granted until you are formally notified by the University.**

10.6 Withdrawing from your course

If you decide that University study in general, or UEA in particular, is not right for you at present, please contact your Adviser to discuss this. If, after talking things over with your Adviser, you are sure that you wish to withdraw from the University, you should contact your Learning and Teaching Hub for information on what to do next. A form ([LTS016](#)) is available for this purpose, see: <https://portal.uea.ac.uk/learning-and-teaching/students/forms>

11 Health and Safety

Regulation 12 of UEA General Regulations for Students states:

- (1) A student shall exercise reasonable care:
 - (a) for his or her personal safety
 - and (b) for the safety of other persons who may be affected by his or her acts or omissions
 - and (c) for the safety of the property of the University and of its students, staff and visitors.
- (2) As regards any duty or requirement imposed on the University, its employees or any other person under the Health and Safety at Work Act or under any relevant statutory provisions relating to health and safety, a student shall co-operate with that body or person so far as is necessary to enable that duty or requirement to be performed or complied with.
- (3) A student shall comply with the University's Health and Safety policy as published from time to time and with any health and safety procedures relating to the facilities which the student is using.
- (4) A student shall not intentionally or recklessly interfere with or misuse anything provided by the University in the interests of health, safety or welfare in pursuance of the Health and Safety at Work Act or of any relevant statutory provisions relating to health and safety.
- (5) Where a period of work experience/placement away from the University campus is an integral and required part of a student's course, attendance will be in accordance with the University's Code of Practice on Placement Learning.
See: portal.uea.ac.uk/learning-and-teaching/students/studying/placements
- (6) It shall be a disciplinary offence to be in or on the Broad (the lake) except as may be expressly or by implication authorised by the University authorities concerned.

What this all means is that you have **Individual Responsibility**. You have a duty to 'exercise reasonable care for both your own health and safety and that of others who may be affected by your acts or omissions at work' (Management of Health and Safety at Work Regulations 1999).

Health and Safety may seem tedious until something goes wrong, often from the most apparently innocuous set of circumstances. In Schools which run practical sessions, field work or laboratory classes, you will be informed of the specific and appropriate safety measures.

12 Your Course

12.1 Course Directors

Each course has a member of academic staff who is responsible for the management of the course, usually called a Course Director, and you should consult the Course Director if you have queries about your course. If your School uses other another term for this role then you will be notified of this by your School.

12.2 Programme Specification

Each course also has a programme specification. This sets out the requirements for the course, the learning outcomes, the course profile, the assessment requirements and any specific requirements for progression and degree classification (or merit/distinction if you are a Masters student); a copy is available on the web at: portal.uea.ac.uk/learning-and-teaching/programme-specifications/

12.2.1 Course profile

Each course has a course profile, which provides an outline of what you are required to study to satisfy the requirements of your course. The course profile specifies the modules you must take in each year, the options available and the semester in which each module is offered. Your course profile is available via your student portal page.

12.2.2 Course and Assessment Definitions

Assessment	The process by which academic work is marked and overall progress monitored.
Compulsory module	A module designated as one which students must take in their chosen course – you will automatically be enrolled on modules which are compulsory for your course.
Core module	A module designated as one which students must take and pass in their chosen course. You will automatically be enrolled on modules which are core for your course.
Course	A grouping of modules leading to an award.
Course code	The code which, with the title, defines a specific course or programme of study.
Course profile	The definition, for each course, of the modules which must be studied, and passed, for each stage of a specific course.
Coursework (CW)	Work of any type (essays, class presentations, course tests, practical laboratory work) excluding examinations, projects or dissertations.

Credit	An indicator of the volume of study associated with each module.
Dissertation (DS)	The module(s) representing independent research or investigation and assessed by a dissertation or its equivalent.
Examination (EX)	Examination which includes an element of the unseen and/or an element of strict time limitation.
Defined Choice module	A module that may be selected by students on certain programmes, within a defined range
FHEQ	Framework for Higher Education Qualifications http://www.qaa.ac.uk/en/publications/documents/qualifications-frameworks.pdf
Level	Modules shall be classified at one of the following levels: <ul style="list-style-type: none"> • Access level (FHEQ level 3) • Introductory degree level, not normally counting towards the final degree classification (FHEQ level 4) • Honours Degree level, counting towards the final degree classification (FHEQ level 5 and 6) • Masters Degree level (FHEQ level 7).
Mark	Marks are expressed as a percentage, except where approval has been granted for marks to be expressed as pass/fail.
Module	A discrete block of study for on which a student is enrolled. Each module is classified by its level and credit value.
Programme Specification	An outline of a degree course which specifies its content and requirements; similar to the course profile.
Project (PR)	A substantial piece of work, carried out by an individual student or group of students involving scholarly research and/or the analysis or application of data/knowledge in practical undertakings
Restrictions	Restrictions on enrolment for modules may take the form of: <ul style="list-style-type: none"> • Pre-requisites – a module which a student must have already completed before enrolling on a module • Co-requisites – a module on which a student must also enrol if taking a specific module • Post-requisite – a module which must be taken after the module on which the student is enrolled • Non-compatible – a module which may not be taken with a specified module

12.2.3 Modules

Each module has a **Module Organiser** who is an academic member of staff responsible for the management of the module. Details of the module, giving an outline of the content of the module and how it is assessed are available via your student portal. If you have any queries about a module please contact the Module Organiser.

12.2.4 Module Enrolment

You can see which modules you are enrolled on your student portal.

If you have a choice of modules to make for your first semester, you will be provided with guidance about how to do this and you should select your modules as soon as possible. If you are an undergraduate student, during Semester 2, you will be asked to select modules for the following academic year. When making module choices, you are recommended to discuss the options with your Adviser.

Changes to Module Enrolments are not normally permitted after week three of Semester one or week two in semester two. If you need to change your module enrolments you should contact your Learning and Teaching Hub as soon as possible to discuss your options. Schools may set an earlier deadline for module enrolment changes.

13 Marking Criteria

The University has 'Senate Scales' at both undergraduate and masters levels to aid the marking and feedback of assessed Coursework, Dissertations and Oral Presentations. The tables for the Senate Scales are reproduced below:

Table 1: Coursework at undergraduate level

Table 2: Dissertations at undergraduate level

Table 3: Oral Presentations at undergraduate level

Table 4: Coursework at masters level

Table 5: Dissertations at masters level

Table 6: Oral Presentations at masters level

Note: Some Schools may provide their own versions of these, taking into account discipline requirements, via their course handbooks or Blackboard sites.

Table 1 - UEA SENATE SCALE (Undergraduate level): COURSEWORK

Classification	Learning outcomes & scholarship	Presentation	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
90-100% Exemplary 1st <i>Coursework is 'exemplary' in most areas</i>	Learning outcomes have been met to an exemplary standard showing creativity and innovation. Demonstrates an exemplary understanding of link between theory and practice and practice-related issues and/or standards. Attains the highest standards of scholarship that can be expected of a degree-level submission.	Exemplary presentation: clear, logical, imaginative, creative and original. Almost flawless.	Highly effective and sustained arguments, demonstrating exemplary level of understanding of the topic and associated issues/debates. Addresses all aspects of the assignment to exemplary standard.	Work demonstrates exemplary standard of critical analysis and/or originality and creativity. Exemplary in its use of ideas, concepts and theory. Exemplary analysis of data. Exemplary self-reflection.	Exemplary use of sources/case studies and/or evidence. Demonstrates impressive command of data or literature, drawing on a very broad range of material and/or examining the topic in considerable detail. Demonstrates an exemplary sensitivity to the limits/limitations of evidence.	Exemplary in all respects. Outstanding bibliography with academic referencing conventions employed accurately, consistently and according to established practice within the discipline.	Exemplary standard of written English. Written communication, including use of subject-specific language, is of highest standard that can be reasonably expected from a degree-level submission.
80-89% High 1st <i>Coursework is strong in most areas and may be exemplary in some</i>	Learning outcomes have been met to a very high standard. Demonstrates a strong understanding of link between theory and practice and practice-related issues and/or standards. Attains a very high level of scholarship, though small potential improvements can be readily identified.	A very high standard of presentation: clear, logical and few errors.	Coherent and articulate arguments, demonstrating a very high level of understanding of the topic and associated issues/debates. Has addressed most or all aspects of the assignment to a high standard.	Work demonstrates a very high standard of critical analysis and/or originality and creativity. Employs ideas, concepts, and theory to good effect. High level of self-reflection.	Work demonstrates a very strong command of data or literature, drawing on a broad range of material and/or examining the topic in some detail. Also demonstrates a high level of awareness of, and sensitivity to, the limits of evidence.	A very high standard of referencing throughout. Bibliography conforms to a very high standard.	A very high standard of written English
70-79% 1st <i>Coursework is strong in most areas</i>	Learning outcomes have been fully met to a high standard. Demonstrates a strong understanding of link between theory and practice and practice-related issues and/or standards. Attains an impressive level of scholarship, though there may be scope for improvement in a few areas.	A high standard of presentation: clear, logical and few errors.	Coherent and articulate arguments, demonstrating a high level of understanding of the topic and associated issues/debates. Has addressed most or all aspects of the assignment to a high standard.	Work demonstrates a high standard of critical analysis and/or originality and creativity. Employs ideas, concepts, theory to good effect. High level of self-reflection.	Work demonstrates a strong command of data or literature, drawing on a broad range of material and/or examining the topic in some detail. The submission shows awareness of the limits/limitations of evidence.	A high standard of referencing throughout. Bibliography conforms to a high standard, though there may be a number of small errors	A high standard of written English
60-69% Pass 2(i) <i>Coursework is 'good' in most areas and strong in some.</i>	Learning outcomes have been met to a good standard. Demonstrates a good understanding of link between theory and practice and practice-related issues and/or standards. Attains a good level of scholarship, but lacks sophistication of a 1 st class piece.	A good standard of presentation: clear, mostly logical, and errors are mostly very minor.	The work contains evidence of insight. Though it may lack finesse, it is thorough, clear and shows an understanding of the subject context. Has addressed most or all aspects of the assignment.	The work contains some good examples of critical analysis but limited originality and creativity in use of ideas, concepts, case studies etc. Good level of self-reflection.	The student draws on a good range of material but lacks the breadth of engagement with the secondary literature required to achieve a 1 st class mark. Good use of evidence. Topics are mostly addressed but not always examined in sufficient detail. Partial awareness of the limits of evidence.	A good standard of referencing, though a few errors or inconsistencies may be present. Good bibliography but possibly containing technical errors, some minor, some more serious.	A good standard of written English, with only minor errors present

Table 1 - UEA SENATE SCALE (Undergraduate level): COURSEWORK

Classification	Learning outcomes & scholarship	Presentation	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
50-59% Pass 2(ii) <i>Coursework is 'good' in some areas but only satisfactory in others. Good intellectual engagement but execution flawed.</i>	Learning outcomes have been met satisfactorily. Some have been met to a good standard. Demonstrates some understanding of link between theory and practice and practice-related issues and/or standards. Standard of scholarship likely to be undermined by poor linkage of issues/themes, poor use of evidence, unsubstantiated claims etc.	A satisfactory standard achieved: mostly clear, some evidence of logical progression. Some minor inaccuracies.	Competent work, with evidence of engagement in the relevant issues, but little originality and only occasional insight. Gaps in understanding and knowledge; may not have addressed all aspects of the assignment.	Conscientious work and attentive to subject matter and/or task set, but balanced more towards a descriptive rather than a critical, analytical treatment.	Draws on a satisfactory but relatively limited range of sources. Some assessment of evidence. Topics are mostly addressed but not always examined in sufficient detail. Some use of examples. Treatment of data or literature is basically sound but too narrow in scope and underdeveloped. Understanding of the limits of evidence not fully articulated or understood.	Referencing satisfactory on the whole, though some inconsistencies or instances of poor/limited citation may be present. Satisfactory bibliography but likely to reveal some weaknesses in composition and use of referencing conventions.	A reasonable standard of written English, though a number of errors may be present.
40-49% Pass 3rd <i>Coursework is only satisfactory in most areas and weak in some others. Modest evidence of intellectual engagement.</i>	Learning outcomes have been met to the minimum required level. Understanding of link between theory and practice and practice-related issues and/or standards is only adequate. Standard of scholarship undermined by poorly constructed ideas, arguments, use of evidence, partial response to the question etc.	Barely satisfactory standard of presentation. Some inaccuracies /errors may be of a more serious nature.	Work shows some understanding of the topic and some relevant knowledge, but its treatment is basic, unimaginative, and superficial and the student's grasp of key concepts is weak. Arguments employed are poorly evidenced and/or contain flaws.	Narrow range of data and/or literature employed is very limited. May be mostly limited to material provided in lectures/seminars.	Draws on a limited range of sources. Little attempt to assess evidence. Examples are provided but are poorly chosen or employed. Lacking in sophistication or finesse. The submission reflects a limited level of engagement in wider reading and a limited confidence/ability in the use of evidence. Limits of evidence very poorly articulated or understood.	Citations present, but referencing is poor, suggesting that little effort has been made to follow guidance. Bibliography barely adequate. Many errors, some serious, revealing limited awareness of mechanics of scholarship.	A barely satisfactory standard of written English; a number of serious errors may be present; Poorly structured and written, with poor attention to vocabulary and grammar.
Marks awarded in the range below indicate that the candidate has failed to achieve the standards required for a pass mark on this occasion. It is recommended that students receiving marks in this range meet with their adviser or the marker to review the factors that may have influenced the mark and ways in which their performance might be enhanced in subsequent assessments. Work representing unsafe practice in professional schools will be marked as a fail.							
35-39% Marginal Fail <i>Coursework is barely 'satisfactory' in a few areas and weak in most others.</i>	Insufficient demonstration of learning outcomes to justify a pass grade. Understanding of link between theory and practice and practice-related issues and/or standards is not sufficient for a pass. Standard of scholarship insufficient for a pass, with weaknesses in several areas.	Unsatisfactory standard, lacking sufficient clarity, and a logical progression, with serious errors/inaccuracies.	The submission contains some material of merit, but it is only a partial attempt to address the question and fails to answer the question fully or in a robust manner with few (and mostly unsuccessful) attempts to construct argument(s). Poor understanding of key issues or concepts	The treatment is mostly descriptive. Whilst the work contains some evidence of criticality or analysis, it is too limited or partial or lacking in depth to justify a pass.	Draws on a very limited range of sources. No real attempt to assess evidence. Examples are occasionally provided but are poorly chosen and employed. Entirely lacking in sophistication or finesse. The submission reflects a very limited level of engagement in wider reading and a limited confidence/ability in the choice and use of evidence.	Citations present but very limited. Referencing is very poor. Bibliography is either omitted, partial or poorly structured. Guidance not followed. Many serious errors, revealing very limited awareness of mechanics of scholarship.	Unsatisfactory standard of written English; too many serious errors present. Weaknesses undermine clarity of meaning. Text occasionally incomprehensible. Includes significant flaws in spelling, grammar, and basic sentence/paragraph composition

Table 1 - UEA SENATE SCALE (Undergraduate level): COURSEWORK

Classification	Learning outcomes & scholarship	Presentation	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
20-34% Fail Coursework is weak in most areas.	Learning outcomes have been met in a limited way. Understanding of link between theory and practice and practice-related issues and/or standards is considerably below that required for a pass. Standard of scholarship insufficient for a pass, with weaknesses in many areas.	Very poor standard of presentation, lacking sufficient clarity, and a sufficiently logical progression, with many serious inaccuracies.	Little material of merit or relevance, revealing a lack of understanding of key issues or concepts. Fails to address most aspects of the task or question set. Work lacks any sustained argument(s).	The treatment is almost wholly descriptive. Contains little evidence of a critical or analytical engagement in the topic.	Draws on minimal range of sources. Rarely goes beyond paraphrasing bits of lecture notes or easily accessible web sources. No attempt to assess evidence. Examples are very rarely provided, those that are, being very poorly employed. Submission reflects a very limited level of engagement in study on a more general level.	Citation almost or entirely absent. Guidance largely ignored. Bibliography omitted or very poorly assembled. Awareness of mechanics of scholarship very weak.	A poor standard of written English. . Includes serious flaws in spelling, grammar, and basic sentence/paragraph composition
10-19% Fail Coursework is very weak in most areas.	The work submitted will have very limited relevance to any of the stated learning outcomes. Understanding of link between theory and practice is very weak. Standard of scholarship insufficient for a pass, with weaknesses in all areas.	Little evidence that any thought has been given to the standard of presentation. Many serious errors/inaccuracies.	No material of merit or relevance, revealing a complete lack of understanding of key issues or concepts. Fails to address all aspects of the task or question set. No attempt to construct argument(s).	The treatment is wholly descriptive. No evidence of a critical or analytical engagement in the topic.	Almost complete absence of evidence. Submission reflects a very limited level of engagement in study on a more general level.	Citations absent. Guidance entirely ignored. No bibliography that could merit description as such. Work shows no real attempt to apply the mechanics of scholarship.	A very poor standard of written English throughout with little care taken in the composition of proper sentences or paragraphs.
0-9% Fail Coursework is very weak in all areas.	Lacks any understanding of learning outcomes. No understanding of link between theory and practice and practice-related issues and/or standards. Standard of scholarship very poor throughout.	No evidence that any thought has been given to the standard of presentation.	No understanding is demonstrated. Arguments notable for their complete absence.	The treatment is wholly descriptive	Evidence absent Submission reflects a very limited level of engagement in study on a more general level.	Citation entirely absent. Bibliography omitted. Application of the mechanics of scholarship entirely absent.	Incomprehensible. No attempt to compose proper sentences or paragraphs.

Table 2 - UEA SENATE SCALE (Undergraduate level): DISSERTATIONS

Classification	Learning outcomes/scholarship	Presentation	Methodology	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
90-100% Exemplary 1st <i>Dissertation is 'exemplary' in most areas</i>	Learning outcomes are met to exemplary standard. Dissertation demonstrates an exemplary understanding of link between theory and practice and related issues/standards. Attains highest standards of scholarship that can reasonably be expected of a degree-level submission.	Exemplary presentation: clear, logical, imaginative, creative and original. Almost flawless.	Underpinned by a sophisticated methodology. Demonstrates exemplary sensitivity in the use of quantitative and/or qualitative methods. Research tools employed are of exemplary standard. Exemplary awareness of research ethics.	Highly effective and sustained arguments, demonstrating a detailed and impressive level of understanding of the topic and associated issues/debates.	Work demonstrates an exemplary standard of critical analysis and/or originality and creativity. Exemplary in its use of ideas, concepts, theory. Limitations in the research or incomplete conclusions are recognised and explained. Exemplary level of self-reflection.	Exemplary use of case studies and evidence. Demonstrates impressive command of data or literature, drawing on a very broad range of material and/or examining the topic in considerable detail.	Exemplary in all respects. Outstanding bibliography.	Exemplary standard of written English. Use of subject-specific language is of the highest standard one can reasonably expect in a degree level submission. Vocabulary exemplary.
80-89% High 1st <i>Dissertation is strong in most areas and may be exemplary in some</i>	Learning outcomes have been met to a very high standard. Demonstrates a strong understanding of link between theory & practice and practice-related issues and/or standards. Attains a very high level of scholarship, though potential improvements can be identified.	A very high standard of presentation: clear, logical and few errors.	The dissertation is underpinned by a sound methodology. Demonstrates a very high level of skill and sensitivity in the use of quantitative and/or qualitative methods. Research tools employed are of a very high standard. High level of awareness of research ethics	Coherent and articulate arguments, demonstrating a very high level of understanding of the topic and associated issues/debates. Has addressed most or all aspects of the assignment to a very high standard.	Dissertation demonstrates a very high standard of critical analysis and/or originality and creativity. Employs ideas, concepts, and theory to good effect. Very high level of self-reflection.	Work demonstrates a very strong command of data or literature, drawing on a broad range of material and/or examining the topic in some detail. Also demonstrates a high level of awareness of, and sensitivity to, the limits of evidence.	A very high standard of referencing throughout. Bibliography conforms to a very high standard.	A very high standard of written English. Vocabulary of a very high standard.
70-79% 1st <i>Dissertation is strong in most areas.</i>	Learning outcomes have been fully met to a high standard. Dissertation demonstrates a strong understanding of link between theory & practice and related issues and/or standards. Attains a high level of scholarship, though there may be scope for improvement in a few areas.	A high standard of presentation: clear, logical and few errors. Errors present are mostly of a minor nature.	The dissertation is underpinned by a sound methodology. Demonstrates a high level of skill and sensitivity in the use of quantitative and/or qualitative methods. Research tools employed are of a high standard. High level of awareness of research ethics.	Coherent and articulate arguments, demonstrating a high level of understanding of the topic and associated issues/debates. Has addressed most or all aspects of the assignment to a high standard.	Work demonstrates a high standard of critical analysis and/or originality and creativity. Employs ideas, concepts, and theory to good effect. Limitations in the research or incomplete conclusions are mostly recognised and some attempt is made to explain them.	Work demonstrates a good command of data or literature, drawing on a broad range of material and/or examining the topic in some detail.	A high standard of referencing throughout. Bibliography conforms to a high standard, though there may be a number of small errors.	A high standard of written English is demonstrated. Text may reveal some limitations in use of a wide vocabulary.

Table 2 - UEA SENATE SCALE (Undergraduate level): DISSERTATIONS

Classification	Learning outcomes/scholarship	Presentation	Methodology	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
60-69% 2(i) <i>Dissertation is 'good' in most areas and strong in some.</i>	Most learning outcomes have been met to a good standard. Demonstrates a good understanding of link between theory and practice and practice-related issues and/or standards. Attains a good level of scholarship, but lacks sophistication of a 1 st class piece.	Good standard of presentation: clear, mostly logical, though lacking the 'flair' of 1 st class submission. Errors mostly of a minor nature, but some may be more substantive.	Some weaknesses in methodology or use of research tools, but good attempt at the research process. Competent use of quantitative & qualitative methods. Research tools of good standard, though may lack sophistication. Good awareness of research ethics.	Dissertation contains evidence of insight. Though it may lack finesse, it is thorough, clear and shows an understanding of the subject context. Has addressed most or all aspects of the assignment.	Contains some good examples of critical analysis but limited originality/creativity in use of ideas, concepts, case studies etc. Although there may be some awareness of the limitations of research, awareness of reasons for these and their implications is variable.	The student draws on a good range of material but lacks the breadth of engagement with the secondary literature required to achieve a 1 st class mark. Good use of evidence. Topics are mostly addressed but not always examined in sufficient detail.	A good standard of referencing, though some minor errors or inconsistencies may be present. Good bibliography, but lacking slightly in either breadth or depth.	A good standard of written English is demonstrated, with only minor errors present. Vocabulary demonstrates a rather limited range.
50-59% 2(ii) <i>Dissertation is 'good' in some areas but only satisfactory in others. Good intellectual engagement but execution flawed.</i>	Most learning outcomes have been met satisfactorily. Some have been met to a good standard. Demonstrates some understanding of link between theory and practice and practice-related issues/standards. Standard of scholarship likely to be undermined by poor linkage of issues/themes, poor use of evidence, unsubstantiated claims etc.	A satisfactory standard achieved: mostly clear, some evidence of logical progression. Some minor inaccuracies.	Methodology approach is basically sound but under-developed and lacking in sophistication. Research tools employed are satisfactory but lack finesse. Data retrieved may be of limited, breadth veracity or reliability. Only a basic awareness of issues associated with us of qualitative/qualitative data. Awareness of research ethics limited.	Arguments are presented but lack contextualisation. Competent work, with evidence of engagement in the relevant issues, but little flair and only occasional insight. Gaps in knowledge and understanding	Diligent execution. Conscientious and attentive to subject matter but balanced more towards a descriptive rather than a critical, analytical treatment. Awareness of the dissertation's limitations is demonstrated but at a basic level.	Satisfactory but relatively limited range of sources. Some assessment of evidence. Topics are mostly addressed but not always examined in sufficient detail. Some use of examples. Treatment of data or literature sound but underdeveloped.	Referencing satisfactory on the whole, though some inconsistencies or instances of poor/limited citation may be present. Satisfactory bibliography	A reasonable standard of written English, though a number of errors may be present. Vocabulary reveals a lack of development.
40-49% 3rd <i>Dissertation is only satisfactory in most areas and weak in some others. Modest evidence of intellectual engagement.</i>	Most learning outcomes have been met to a satisfactory level. Understanding of link between theory and practice and practice-related issues/standards is barely adequate. Standard of scholarship undermined by poorly constructed ideas, arguments, use of evidence, partial response to the question etc.	Poor standard of presentation. Some errors & inaccuracies may be of a more serious nature. Work has been rushed to completion.	Methodological approach is barely adequate and flawed in some areas. Research tool simplistic and under-developed. Data may be of very limited breadth or reliability. Very little awareness of issues associated with us of qualitative/qualitative data. Awareness of research ethics barely satisfactory.	Arguments employed are poorly evidenced and/or flawed. Work shows some understanding of topic and relevant knowledge, but its treatment is basic. Grasp of key concepts is weak	Narrow range of data and/or literature employed. Mostly limited to material provided in lectures/seminars. Little awareness of the dissertation's limitations or the implications of conclusions/recommendations.	Limited, modest range of sources. Little attempt to assess evidence. Examples are provided but are poorly chosen or employed. Lacking in sophistication or finesse. Limited level of engagement.	Citations present, but referencing is poor. Little attempt to follow guidance. Bibliography barely adequate.	A barely satisfactory standard of written English; a number of serious errors present. Poorly structured and poor vocabulary and grammar. Vocabulary reveals major shortcomings

Table 2 - UEA SENATE SCALE (Undergraduate level): DISSERTATIONS

Marks awarded in the range below indicate that the candidate has failed to achieve the standards required for a pass mark. It is recommended that students receiving marks in this range should meet with their adviser or the marker to review the factors that may have influenced the mark and ways in which their performance might be enhanced in subsequent assessment.								
Classification	Learning outcomes/scholarship	Presentation	Methodology	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
35-39% Marginal Fail <i>Dissertation is barely 'satisfactory' in a few areas and weak in most others.</i>	Learning outcomes not met to a satisfactory standard. Understanding of link between theory and practice is insufficient for a Pass. Standard of scholarship insufficient for a pass, with serious weaknesses in several areas.	Unsatisfactory standard, lacking sufficient clarity, structure. Many serious errors.	Methodological approach is unsound and flawed in too many areas. Research tools under-developed and/or inadequate. Data of insufficient breadth or reliability. Awareness of issues associated with use of qualitative/quantitative data appears to be minimal or non-existent.	Contains some material of merit, but only a partial attempt to address the question. Fails to address research Qs fully. Few (and mostly unsuccessful) attempts to construct argument(s). Poor understanding of key issues or concepts.	The treatment is mostly descriptive. Whilst the work contains occasional evidence of criticality or analysis, it is too limited or partial or lacking in depth to justify a pass. Hardly any awareness of the dissertation's limitations is demonstrated.	A very limited range of sources. No real attempt to assess evidence. Examples are occasionally provided but are poorly chosen or irrelevant. Entirely lacking in sophistication or finesse. Very limited level of engagement.	Citations present but very limited. Referencing is very poor. Bibliography is omitted, partial or poorly assembled. Guidance ignored.	Unsatisfactory standard of written English; too many serious errors present. Weaknesses undermine clarity of meaning. Weak vocabulary.
20-34% Fail <i>Dissertation is weak in most areas.</i>	Learning outcomes have been met in a limited way. Understanding of link between theory and practice is very weak. Standard of scholarship insufficient for a pass, with serious weaknesses in most areas.	Very poor standard of presentation. Many serious inaccuracies, errors, and weaknesses in layout.	Dissertation reflects a very poor understanding of what a 'methodology' is. Approach is unsound and flawed at a fundamental level. Research tools under-developed and/or inadequate. Data minimal.	Little material of merit or relevance, revealing a paucity of understanding of key issues or concepts. Work lacks any sustained argument(s).	The treatment is almost wholly descriptive. Contains little evidence of a critical or analytical engagement in the topic. No awareness of the dissertation's limitations.	Draws on minimal range of sources. Simply paraphrasing bits of lecture notes or easily accessible web sources. No attempt to assess evidence. Minimal engagement.	Citation almost or entirely absent. Guidance ignored. Bibliography omitted or very poorly assembled.	A very poor standard of written English. Too many serious errors present. Weaknesses greatly undermine clarity of meaning. Very weak vocabulary.
10-19% Fail <i>Dissertation is very weak in most areas.</i>	The work submitted will have very limited relevance to any of the stated learning outcomes. Standard of scholarship insufficient for a pass, with serious weaknesses in all areas.	Little evidence that any thought has been given to presentation. Many serious errors/inaccuracies	Little understanding of 'methodology' is apparent. Approach is entirely unsound and seriously flawed at a fundamental level. Tools and data unreliable/unsound.	No arguments present. No material of merit or relevance, revealing a complete lack of understanding of key issues or concepts.	The treatment is wholly descriptive. No evidence of a critical or analytical engagement in the topic. No awareness of the dissertation's limitations.	Almost complete absence of evidence. Submission reflects a very limited level of engagement in study on a more general level.	Citation(s) largely absent. No awareness of good academic practice. Work shows no real attempt to apply the mechanics of scholarship.	A very poor standard of written English. Often incomprehensible. Hardly any evidence of engagement or discipline-specific vocabulary.
0-9% Fail <i>Dissertation is very weak in all areas.</i>	No learning outcomes have been met. Standard of scholarship very weak in all areas. Falls a very long way short of a pass.	No evidence that any thought has been given to presentation.	Nothing that might be described as a 'methodology' is apparent. Total absence of proper research tools or usable data.	No understanding is demonstrated. Arguments notable for their complete absence.	The treatment is wholly descriptive. No awareness of the dissertation's limitations.	Evidence absent. Submission reflects a very limited level of engagement in study on a more general level.	Citation entirely absent. Application of the mechanics of scholarship entirely absent.	Incomprehensible. No attempt to compose proper sentences or paragraphs.

Table 3 - UEA SENATE SCALE (Undergraduate level): ORAL PRESENTATION

Classification	Learning outcomes	Presentation	Projection, language and spoken English	Argument & understanding	Organisation & structure	Criticality & analysis	Use of sources and evidence
90-100% Exemplary 1st <i>Presentation exemplary in most areas.</i>	Learning outcomes met to an exemplary standard. Demonstrates an exemplary understanding of link between theory and practice..	Exemplary: clear, logical, imaginative, creative and original. Almost flawless. Very high level of choreography. Almost flawless in delivery. Encouraged group participation and discussion and responded to questions with considerable flair and authority. Exemplary use of visual aids. Time management exemplary.	Exemplary standard of spoken English and diverse vocabulary. Exemplary use of discipline-specific terminology and language. Exemplary voice projection/eye contact/body language.	Highly effective arguments; deeply impressive level of understanding. Key points are rigorously argued and convincingly presented, with exemplary use of supporting evidence.	Exemplary structure with clear, logical progression. Organisation exemplary. Presentation has razor-sharp focus and sense of purpose.	Demonstrates exemplary standard of criticality. Exemplary in its analysis of ideas, concepts & theory. Where appropriate, the latter are applied in a sophisticated manner.	Exemplary use of case studies/evidence. Impressive command of data/literature. Draws on very broad range of material. Examines the topic in considerable detail. Exemplary academic underpinnings.
80-89% High 1st <i>Presentation strong in all areas and may be exemplary in one or two.</i>	Learning outcomes met to a very high standard. Demonstrates a very strong understanding of link between theory and practice and practice-related issues and/or standards.	A very high standard achieved: clear, logical, few errors. The delivery - whilst not exemplary - is lively, with excellent use of visual aids (if appropriate) and some evidence of practice and choreography. Encouraged group participation and discussion and responded well to questions. Very good use of visual aids. Time management very good.	A very high standard of spoken English. Very good breadth of vocabulary. Very good use of discipline-specific terminology. Good voice projection and eye contact/use of body language.	Coherent and effective argument(s) are presented. Demonstrates a very high level of understanding of the topic and associated issues/debates.	Structure clear and well-suited to topic. Whilst not entirely without flaws, there is evidence of careful planning and attention to detail. Logical progression.	Work demonstrates a very high standard of critical analysis and/or originality and creativity. Employs ideas, concepts, theory to very good effect.	Work demonstrates an excellent command of data or literature, drawing on a broad range of material and/or examining the topic in some detail. Sound academic underpinnings.
70-79% 1st <i>Presentation strong in most areas.</i>	Learning outcomes fully met to a high standard. Demonstrates a strong understanding of link between theory and practice and practice-related issues and/or standards.	A high standard achieved: clear, logical, few errors. The delivery - whilst not exemplary - is lively, with good use of visual aids (if appropriate) and some evidence of practice and choreography. Encouraged group participation. Responses to questions are sound, but could be more incisive. Good use of visual aids. Time management good, but use of time could have been improved upon.	A high standard of spoken English. Good breadth of vocabulary. Good use of discipline-specific terminology. Good voice projection and eye contact/use of body language.	Coherent and effective argument(s) are presented, but some scope for improvement. Demonstrates a high level of understanding of the topic and associated issues/debates.	Structure clear and well-suited to topic. Whilst there is evidence of careful planning and attention to detail, there is some scope for refinement. Logical progression.	Work demonstrates a high standard of critical analysis and/or originality and creativity. Employs ideas, concepts, theory to good effect, though there is some scope for improvement.	Work demonstrates a good command of data or literature, drawing on a broad range of material and/or examining the topic in some detail. Some minor gaps may be identifiable, but no major omissions.

Table 3 - UEA SENATE SCALE (Undergraduate level): ORAL PRESENTATION

Classification	Learning outcomes	Presentation	Projection, language and spoken English	Argument & understanding	Organisation & structure	Criticality & analysis	Use of sources and evidence
60-69% Pass 2(i) <i>Presentation good in most areas and strong in some.</i>	Learning outcomes have been met to a good standard. Demonstrates a good understanding of link between theory and practice and practice-related issues and/or standards.	A good standard of presentation: clear, mostly logical, and errors are mostly minor. Whilst lacking some finesse, the presentation is clear and lively. Makes appropriate use of visual aids. Time management good. Makes some attempt to engage the audience and responds well to questions.	A good standard of spoken English and vocabulary. Good use of disciplinary terminology and language. Voice projection and eye contact/body language are better than average, though some room for improvement.	Most points are illustrated with relevant examples, though they may not always contribute convincingly to the argument(s) made. Evidence of insight and an understanding of the subject context.	Structure generally clear and there is logical progression. Whilst the presentation shows evidence of care in its planning, needs more careful 'honoring', and clearer focus.	The work contains some good examples of critical analysis and but limited originality and creativity in use of ideas, concepts, case studies etc.	Draws on good range of material but lacks the breadth of engagement with the secondary literature required to achieve 1 st class mark. Good use of evidence. Issues mostly addressed but not always examined in sufficient detail.
50-59% Pass 2(ii) <i>Presentation is good in some areas but only satisfactory in others.</i>	Learning outcomes have been met satisfactorily. Some have been met to a good standard. Demonstrates some understanding of link between theory and practice and practice-related issues and/or standards.	A satisfactory standard achieved: mostly clear, some evidence of logical progression. Competent but lacks dynamism or creativity/imagination; rather 'stagey' in its delivery. More or less to time, though some parts may have been slightly rushed. Makes some attempt to engage the audience, though responses to questions of limited sophistication or authoritativeness.	Satisfactory standard of spoken English & vocabulary. Some discipline-specific terminology and language are used, mostly accurately. Voice projection/eye contact/body language are satisfactory.	Competent work, with evidence of engagement in the relevant issues, but little flair and only occasional insight. Gaps in understanding and knowledge; may not have addressed all aspects of the assignment.	Generally accurate and relevant but some gaps and or irrelevant material. Not always clear or logical.	Conscientious work and attentive to subject matter and/or task set, but balanced more towards a descriptive rather than a critical, analytical treatment. Some illustrative material, but not consistently critically evaluated.	Relatively limited range of sources. Some assessment of evidence. Topics are mostly addressed but not always examined in detail. Some use of examples. Treatment of data or literature is basically sound but narrow.
40-49% Pass 3 rd <i>Presentation is only satisfactory in most areas and weak in some.</i>	Most learning outcomes have been met to a satisfactory level. Understanding of link between theory and practice and practice-related issues and/or standards is barely adequate.	Barely satisfactory standard of presentation. Some errors of more serious nature. Not always easy to follow. Unimaginative and un-engaging. Lacks dynamism or flair – conveys meaning, but is sometimes unclear, muddled or clumsy. Uncomfortable responding to questions and little attempt at engaging audience. Poor time management: slightly under/over time.	Standard of spoken English and vocabulary is only just adequate for a pass. Use of discipline-specific terminology and language lacks precision and may be flawed. Use of voice projection and eye contact/use of body language are poor - considerable scope for improvement.	Work shows some understanding of the topic and some relevant knowledge, but its treatment is very basic, unimaginative, and superficial and the student's grasp of key concepts is quite weak. Arguments employed are poorly evidenced and/or contain flaws.	Material fairly disorganised with poor sense of 'mission' or key points the student wished to convey.	Narrow range of data and/or literature employed. A fairly superficial level of interpretation and generally derivative and lacking criticality in its use of evidence and/or sources.	Draws on a narrow range of sources. Mostly limited to material in lectures/seminars. Little attempt to assess evidence. Examples are provided but are poorly chosen/employed. Limited level of engagement in wider reading.

Table 3 - UEA SENATE SCALE (Undergraduate level): ORAL PRESENTATION

Marks awarded in the range below indicate that the candidate has failed to achieve the standards required for a pass mark. It is recommended that students receiving marks in this range should meet with their advisor or the marker to review the factors that may have influenced the mark and ways in which their performance might be enhanced in subsequent assessments.							
Classification	Learning outcomes	Presentation	Projection, language and spoken English	Argument & understanding	Organisation & structure	Criticality & analysis	Use of sources and evidence
35-39% Marginal Fail <i>Presentation is barely satisfactory in some areas and weak in most others.</i>	Insufficient demonstration of learning outcomes to justify a pass grade. Understanding of link between theory and practice and practice-related issues and/or standards is not sufficient for a pass.	Unsatisfactory standard: lacks clarity, and logical progression, with serious errors/inaccuracies. Delivery is clumsy, or muddled or even incomprehensible. Unimaginative and un-engaging. Very little evidence of 'practise' prior to delivery. Fails to respond adequately to questions. No attempt to engage audience. Poor time management, -significantly under/over time.	Standard of spoken English and vocabulary falls below the standard required for a pass. Use of discipline-specific terminology and language is inaccurate. Voice projection and use of body language are poor.	Contains some material of merit, but only a partial attempt to address question/topic. Few attempts to construct argument(s). Poor understanding of key issues or concepts.	Structurally weak, muddled, lacking incoherence. Little sense of focus or sense of 'mission'.	The treatment is mostly descriptive. Whilst the work contains some evidence of criticality or analysis, it is too limited or partial or lacking in depth to justify a pass.	Draws on very limited range of sources. No real attempt to assess evidence. Examples occasionally provided but poorly chosen/employed. Very limited engagement in wider reading and little understanding of how to select and use evidence.
20-34% Fail <i>Presentation is weak in most areas. Poor engagement.</i>	One or two learning outcomes have been met in a limited way. Understanding of link between theory and practice and practice-related issues and/or standards is considerably below that required for a pass.	Very poor standard of presentation, lacking sufficient clarity, and a sufficiently logical progression, with many serious inaccuracies. Little awareness is demonstrated of the 'purpose' of the oral presentation and the techniques required in delivering it.	Standard of spoken English and vocabulary is very poor. Use of discipline-specific terminology and language is inaccurate. No awareness of voice projection and body language.	Little material of merit or relevance, revealing a paucity of understanding of key issues or concepts. Fails to address most aspects of the task or question set. Work lacks any sustained argument(s).	Disorganised and incoherent. No obvious or apparent focus or sense of 'mission'.	The treatment is almost wholly descriptive. Contains little evidence of a critical or analytical engagement in the topic.	Draws on minimal range of sources. Rarely goes beyond paraphrasing bits of lecture notes etc. No attempt to assess evidence. Examples rarely provided & very poorly employed. Submission reflects a very limited engagement in study.
10-19% Fail <i>Presentation is very weak in most areas. Very poor engagement.</i>	The work submitted will have very limited relevance to any of the stated learning outcomes. Understanding of link between theory and practice is very weak.	Little evidence of care or serious thought being given to the standard of presentation. Many serious errors/inaccuracies.	Spoken English and vocabulary cause for major concern: may require remedial intervention. Use of discipline-specific terms and language suggests major deficiencies in reading/ knowledge.	No material of merit or relevance, revealing a complete lack of understanding of key issues or concepts. Fails to address all aspects of the task or question set. No attempt to construct argument(s).	Totally disorganised and incoherent. No obvious or apparent focus or sense of 'mission'.	The treatment is wholly descriptive. No evidence of a critical or analytical engagement in the topic.	Almost complete absence of evidence. Submission reflects a very limited level of engagement in study on a more general level.
0-9% Fail <i>Presentation is very weak in all areas. Almost total lack of engagement.</i>	Lacks any understanding of learning outcomes. No understanding of link between theory and practice and practice-related issues and/or standards.	Very poor standard of presentation which has not been informed, in any meaningful way, by any of the guidance provided.	Standard of spoken English totally inadequate for an oral exercise at degree level. Remedial intervention essential. Hardly any knowledge demonstrated.	Understanding and/or arguments either entirely absent or barely discernible.	Difficult to discern any organisation or structure.	The treatment is wholly descriptive	Evidence absent. Submission reflects a very limited level of engagement in study on a more general level.

Table 4 - UEA SENATE SCALE (Postgraduate level): COURSEWORK

Classification	Learning outcomes & scholarship	Presentation	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
90-100% Distinction (Upper Range)	Significant learning outcomes are met at an exemplary standard showing creativity, inventiveness, independence of judgement and consistent evidence of originality of thought and expression. Demonstrates an exemplary understanding of link between theory and practice and practice-related issues and/or standards. Attains the highest standards of scholarship that can be expected of a Masters level submission.	Exemplary presentation: clear, logical, imaginative, creative and original. Almost flawless. Conforms to the highest standard that can be reasonably expected from a Masters level submission.	Highly effective and sustained arguments, demonstrating exemplary level of understanding of the topic and associated issues/debates. Addresses all aspects of the assignment to exemplary standard. Conforms to the highest standard that can be reasonably expected from a Masters level submission.	Work demonstrates exemplary standard of critical analysis and/or originality and creativity. Exemplary in its use of ideas, concepts and theory. Exemplary analysis of data. Exemplary level of self-reflection. Conforms to the highest standard that can be reasonably expected from a Masters level submission.	Exemplary use of sources/case studies and/or evidence. Demonstrates deeply impressive command of data or literature, drawing on an exemplary range of material/evidence and/or examining the topic in considerable detail. Demonstrates an exemplary sensitivity to the limitations of evidence. Conforms to the highest standard that can be reasonably expected from a Masters level submission.	Exemplary in all respects. Outstanding bibliography with academic referencing conventions employed accurately, consistently and according to established practice within the discipline. Conforms to the highest standard that can be reasonably expected from a Masters level submission.	Exemplary standard of written English. Written communication, including use of subject-specific language, is of highest standard that can be reasonably expected from a Masters level submission.
80-89% Distinction (Middle Range)	Significant learning outcomes have been fully met to a very high standard. The submission shows clear signs of perceptiveness and some originality of thought and expression. Demonstrates a strong understanding of link between theory and practice and practice-related issues and/or standards. Attains a very high level of scholarship, though small potential improvements can be readily identified.	A very high standard of presentation: clear, logical and few errors.	Coherent, articulate and resourcefully constructed arguments, demonstrating a very high level of understanding of the topic and associated issues/debates. Has addressed most or all aspects of the assignment to a very high standard.	Work demonstrates a very high standard of critical analysis and/or originality and creativity. Employs ideas, concepts and theory to good effect. Very high level of self-reflection.	Work demonstrates a very strong command of data or literature, drawing on a broad range of material and/or examining the topic in some detail. Also demonstrates a very high level of awareness of, and sensitivity to, the limits of evidence.	A very high standard of referencing throughout. Bibliography conforms to a very high standard. Errors very few and mostly very minor.	A very high standard of written English.

Table 4 - UEA SENATE SCALE (Postgraduate level): COURSEWORK

Classification	Learning outcomes & scholarship	Presentation	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
70-79% Distinction	Significant learning outcomes have been fully met to a high standard. Demonstrates a strong understanding of link between theory and practice and practice-related issues and/or standards. Attains an impressive level of scholarship, though there may be scope for improvement in a number of areas.	A high standard of presentation: clear, logical and few errors.	Coherent and articulate arguments, demonstrating a high level of understanding of the topic and associated issues/debates. Has addressed most or all aspects of the assignment to a high standard.	Work demonstrates a high standard of critical analysis and/or originality and creativity. Employs ideas, concepts and theory to good effect. High level of self-reflection.	Work demonstrates a strong command of data or literature, drawing on a broad range of material and/or examining the topic in some detail. The submission shows awareness of, the limits/limitations of evidence.	A high standard of referencing throughout. Bibliography conforms to a high standard, though there may be a number of small errors which can be easily corrected in future submissions.	A high standard of written English.
65-69% High Merit	Significant learning outcomes have been met to a good standard. Demonstrates a good understanding of link between theory and practice and practice-related issues and/or standards. Attains a good level of scholarship, but lacks sophistication of distinction.	A good standard of presentation: clear, mostly logical, and errors are mostly very minor.	The submission shows a thorough grasp of the subject and contains evidence of insight. Though it may lack finesse, it is thorough, clear and shows an understanding of the subject/topic. Has addressed most or all aspects of the assignment. Lacks intellectual independence required for a distinction.	The work contains some good examples of critical analysis but limited originality and creativity in use of ideas, concepts, case studies etc. Good level of self-reflection though some scope for development.	The student draws on a good range of material but lacks breadth of engagement with the secondary literature required for a distinction. Judicious use of sources and evidence appropriate to the discipline. Topics are mostly addressed but not always examined in sufficient detail. Partial awareness of the limits of evidence.	A good standard of referencing, though a number of errors or inconsistencies may be present. Good bibliography but possibly containing technical errors, some minor, some more serious.	A good standard of written English, with only minor errors present.
60-64% Merit	Significant learning outcomes have been met, mostly to a good standard. Demonstrates understanding of link between theory and practice and practice-related issues and/or standards. Attains a good level of scholarship and demonstrates clear evidence of engagement in the discipline that lifts it above the merely 'competent'. Exceeds the requirements of a Pass.	A good standard of presentation: clear, mostly logical, and errors are mostly very minor. There may be occasional and relatively minor flaws in structure.	The student has submitted work which contains evidence of insight. Though it may lack finesse, it is thorough, clear and shows an understanding of the subject context. Has addressed most or all aspects of the assignment.	The work contains some good examples of critical analysis but limited originality and creativity in use of ideas, concepts, case studies etc. Good level of self-reflection, but plenty of scope for development.	The student draws on a good range of material but lacks breadth of engagement with the secondary literature required for a distinction. Good use of evidence. Topics are mostly addressed but not always examined in sufficient detail. Partial awareness of the limits of evidence.	A good standard of referencing, though a number of errors or inconsistencies may be present. Good bibliography but possibly containing technical errors, some minor, some more serious.	A good standard of written English, with only minor errors present.

Table 4 - UEA SENATE SCALE (Postgraduate level): COURSEWORK

Classification	Learning outcomes & scholarship	Presentation	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
55-59% Pass	Significant learning outcomes have been met satisfactorily. Some may have been met to a good standard. Demonstrates a satisfactory understanding of the subject and some understanding of link between theory and practice and practice-related issues and/or standards. Standard of scholarship likely to be undermined by poor linkage of issues/themes, poor use of evidence, unsubstantiated claims etc.	A satisfactory standard achieved: mostly clear, some evidence of logical progression. Some minor inaccuracies. There may be a number of flaws in structure, some of them serious.	Competent work, with evidence of engagement in the relevant issues, but little originality and only occasional insight. Gaps in understanding and knowledge; may not have addressed all aspects of the assignment.	Conscientious work and attentive to subject matter and/or task set, but balanced more towards a descriptive rather than a critical, analytical treatment.	Draws on a satisfactory but relatively limited range of sources. Some assessment of evidence. Topics are mostly addressed but not always examined in sufficient detail. Some use of examples. Treatment of data or literature is basically sound but too narrow in scope and underdeveloped. Understanding of the limits of evidence not fully articulated or understood.	Referencing satisfactory on the whole, though some inconsistencies or instances of poor/limited citation may be present. Satisfactory bibliography but likely to reveal some weaknesses in composition and use of referencing conventions.	A reasonable standard of written English, though a number of errors may be present.
50-54% Pass	Significant learning outcomes have been met satisfactorily. Demonstrates a barely satisfactory understanding of the subject. Some understanding of link between theory and practice and practice-related issues and/or standards, but falls well short of the standard required for a Merit. Standard of scholarship likely to be undermined by poor linkage of issues/themes, poor use of evidence, unsubstantiated claims etc. Overall conception lacks ambition. A narrow pass in which there is plenty of scope for improvement.	A barely satisfactory standard achieved. Mostly clear, some evidence of logical progression. Some more significant inaccuracies. There may be a number of flaws in structure, some of them of a more fundamental nature. A narrow pass.	Work shows some evidence of engagement in the relevant issues, but may be rather crude in its interpretation and argumentative purpose/focus. Little originality and only occasional insight. Gaps in understanding and knowledge; may not have addressed all aspects of the assignment. A narrow pass.	Work is attentive to the subject matter and/or task set, but mostly descriptive rather than critical or analytical in its approach. It may contain some useful observations, but insights offered are very limited in scope and sophistication. A narrow pass.	Barely satisfactory range of sources. Some assessment of evidence, but the latter may be simplistic and partial. Topics are mostly addressed but not always examined in sufficient detail. Some use of examples, but not necessarily well-chosen or employed. Treatment of data or literature is basically sound but too narrow in scope and underdeveloped. Some evidence of the limits of evidence, but these may not always be properly articulated or understood. A narrow pass.	Referencing barely satisfactory. A number of inconsistencies in citation may be present. Satisfactory bibliography but likely to reveal some serious weaknesses in composition and use of referencing conventions. A narrow pass.	A barely satisfactory standard of written English. A small number of serious errors may be present. A narrow pass.

Table 4 - UEA SENATE SCALE (Postgraduate level): COURSEWORK

Classification	Learning outcomes & scholarship	Presentation	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
Marks awarded in the range below indicate that the candidate has failed to achieve the standards required for a pass mark at Masters Level on this occasion. It is recommended that the student receiving marks in this range meet with their adviser (or the marker) to review the factors that may have influenced the mark and ways in which their performance might be enhanced in subsequent assessments. Work representing unsafe practice will be marked as a fail in professional Schools.							
40-49% Fail	Submission fails to demonstrate achievement of the learning outcomes. Some understanding of link between theory and practice and practice-related issues and/or standards is present but lacks the sophistication required for a Pass. Standard of scholarship undermined by poorly constructed ideas, arguments, use of evidence, partial response to the question etc. There may be some evidence of reflection but it is partial and lacks insight expected at Masters level.	Submission fails to meet the presentational standard required for a Pass at Masters level. Some errors may be of a more serious nature. Work rushed to completion.	Work shows some understanding of the topic and some relevant knowledge, but its treatment is basic, unimaginative, and superficial. Construction of arguments lacks the sophistication required of a Pass at Masters level. Grasp of key concepts is weak. Arguments employed are poorly evidenced and/or contain flaws.	Range of data and/or literature employed is very limited and too narrow to justify a Pass at Masters level. Over-reliance on material provided on Blackboard or in lectures/seminars.	Draws on a limited range of sources. Little attempt to assess evidence. Examples are provided but are poorly chosen or employed. Lacking in sophistication or finesse. The submission reflects a limited level of engagement in wider reading and a limited confidence/ability in the use of evidence. Limits of evidence very poorly articulated or understood. Submission lacks the evidential base required for a Pass at Masters level.	Citations may be present, but referencing is poor, suggesting that little effort has been made to follow guidance. Work is vulnerable to unwitting plagiarism. Bibliography inadequate. Many errors, some serious, revealing an insufficient awareness of mechanics of scholarship.	Standard of written English fails to meet the standard required for a Pass at Masters level; a number of serious errors may be present; Poorly structured and written, with poor attention to vocabulary and grammar. The student should consider seeking additional support in the development of their written English.
30-39% Fail	Insufficient demonstration of learning outcomes to justify a pass grade. Understanding of link between theory and practice and practice-related issues and/or standards is not sufficient for a Pass. Standard of scholarship insufficient for a pass, with weaknesses in several areas. Limited evidence of reflection.	Poor standard, lacking sufficient clarity, and a logical progression, with serious errors/inaccuracies.	The submission contains some material of merit, but it is only a partial attempt to address the question and fails to answer the question fully or in a robust manner, with few (and mostly unsuccessful) attempts to construct argument(s). Poor understanding of key issues or concepts.	The treatment is mostly descriptive. Whilst the work contains some evidence of criticality or analysis, it is too limited or partial or lacking in depth to justify a pass.	Draws on a very limited range of sources. No real attempt to assess evidence. Examples are occasionally provided but are poorly chosen and employed. Entirely lacking in sophistication or finesse. The submission reflects a very limited level of engagement in wider reading and a limited confidence/ability in the choice and use of evidence.	Citations present but very limited. Referencing is very poor. Bibliography is omitted, partial or poorly structured. Guidance not followed. Poor referencing means work is highly vulnerable to unwitting plagiarism. Many serious errors, revealing very limited awareness of mechanics of scholarship.	Unsatisfactory standard of written English; too many serious errors present. Weaknesses undermine clarity of meaning. Text occasionally incomprehensible. Includes significant flaws in spelling, grammar, and basic sentence/paragraph composition. The student should consider seeking additional support in the development of their written English.

Table 4 - UEA SENATE SCALE (Postgraduate level): COURSEWORK

Classification	Learning outcomes & scholarship	Presentation	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
20-29% Fail	One or two learning outcomes have been met in a limited way. Understanding of link between theory and practice and practice-related issues and/or standards is considerably below that required for a pass. Standard of scholarship insufficient for a pass, with weaknesses in many areas. Very limited evidence of reflection.	Very poor standard of presentation, lacking sufficient clarity, and a sufficiently logical progression, with many serious inaccuracies.	Little material of merit or relevance, revealing a paucity of understanding of key issues or concepts. Fails to address most aspects of the task or question set. Work lacks any sustained argument(s).	The treatment is almost wholly descriptive. Contains little evidence of a critical or analytical engagement in the topic.	Draws on minimal range of sources. Rarely goes beyond paraphrasing bits of lecture notes or easily accessible web sources. No attempt to assess evidence. Examples are very rarely provided and those that are are very poorly employed. Submission reflects a very limited level of engagement in study on a more general level.	Citation almost or entirely absent. Guidance largely ignored. Bibliography omitted or very poorly assembled. Poor referencing means work is highly vulnerable to unwitting plagiarism. Awareness of mechanics of scholarship very weak.	A poor standard of written English. All of the flaws mentioned above, but of an even more serious nature. The student should consider seeking additional support in the development of their written English.
10-19% Fail	The work submitted will have very limited relevance to any of the stated learning outcomes. Understanding of link between theory and practice is very weak. Standard of scholarship insufficient for a pass, with weaknesses in all areas. Reflection almost entirely lacking.	Little evidence that any thought has been given to the standard of presentation. Many serious errors/inaccuracies.	No material of merit or relevance, revealing a complete lack of understanding of key issues or concepts. Fails to address all aspects of the task or question set. No attempt to construct argument(s).	The treatment is wholly descriptive. No evidence of a critical or analytical engagement in the topic.	Almost complete absence of evidence. Submission reflects a very limited level of engagement in study on a more general level.	Citations absent. Guidance entirely ignored. No bibliography that could merit description as such. Very poor referencing. Highly vulnerable to unwitting plagiarism. Work shows no real attempt to apply the mechanics of scholarship.	A very poor standard of written English throughout with little care taken in the composition of proper sentences or paragraphs. The student should consider seeking additional support in the development of their written English.
0-9% Fail	Lacks any understanding of learning outcomes. No understanding of link between theory and practice and practice-related issues and/or standards. Standard of scholarship very poor throughout. No evidence of reflection.	No evidence that any thought has been given to the standard of presentation.	No understanding is demonstrated. Arguments notable for their complete absence.	The treatment is wholly descriptive.	Evidence absent. Submission reflects a very limited level of engagement in study on a more general level.	Citation entirely absent. Bibliography omitted. Highly vulnerable to unwitting plagiarism. Application of the mechanics of scholarship entirely absent.	Incomprehensible. No attempt to compose proper sentences or paragraphs. The student should consider seeking additional support in the development of their written English.

Table 5 - UEA SENATE SCALE (Postgraduate level): PROJECTS & DISSERTATIONS

Classification	Learning outcomes & scholarship	Presentation	Methodology	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
90-100% Distinction (Upper Range)	Significant learning outcomes are met to an exemplary standard showing creativity, inventiveness, independence of judgement and consistent evidence of originality of thought and expression. Demonstrates an exemplary understanding of link between theory and practice and practice-related issues and/or standards. Attains the highest standards of scholarship that can be expected of a Masters level project or dissertation.	Exemplary presentation: clear, logical, imaginative, creative and original. Almost flawless. Conforms to the highest standard that can be reasonably expected from a Masters level project or dissertation.	A highly sophisticated methodology. Demonstrates exemplary sensitivity in the use of quantitative and/or qualitative methods. Research tools employed are of exemplary standard. Exemplary awareness of research ethics. Methodology conforms to the highest standard that can be reasonably expected from a Masters level project or dissertation.	Highly effective and sustained arguments, demonstrating exemplary level of understanding of the topic and associated issues/debates. Addresses all aspects of the assignment to exemplary standard. Conforms to the highest standard that can be reasonably expected from a Masters level project or dissertation.	Work demonstrates exemplary standard of critical analysis and/or originality and creativity. Exemplary in its use of ideas, concepts and theory. Exemplary analysis of data. Exemplary level of self-reflection. Conforms to the highest standard that can be reasonably expected from a Masters level project or dissertation.	Exemplary use of sources/case studies and/or evidence. Demonstrates deeply impressive command of data or literature, drawing on an exemplary range of material/evidence and/or examining the topic in considerable detail. Demonstrates an exemplary sensitivity to the limits/limitations of evidence. Conforms to the highest standard that can be reasonably expected from a Masters level project or dissertation.	Exemplary in all respects. Outstanding bibliography with academic referencing conventions employed accurately, consistently and according to established practice within the discipline. Conforms to the highest standard that can be reasonably expected from a Masters level project or dissertation.	Exemplary standard of written English. Written communication, including use of subject-specific language, is of highest standard that can be reasonably expected from a Masters level project or dissertation.
80-89% Distinction (Middle Range)	Significant learning outcomes have been fully met to a very high standard. The submission shows clear signs of perceptiveness and some originality of thought and expression. Demonstrates a strong understanding of link between theory and practice and practice-related issues and/or standards. Attains a very high level of scholarship, though small potential improvements can be readily identified.	A very high standard of presentation: clear, logical and very few errors.	Coherent and articulate arguments, demonstrating a very high level of understanding of the topic and associated issues/debates. Has addressed most or all aspects of the assignment to a very high standard. Understanding of research ethics demonstrated to a very high standard.	Coherent, articulate and resourcefully constructed arguments, demonstrating a very high level of understanding of the topic and associated issues/debates. Has addressed most or all aspects of the assignment to a very high standard.	Work demonstrates a very high standard of critical analysis and/or originality and creativity. Employs ideas, concepts and theories with confidence. Very high level of self-reflection.	Work demonstrates a very strong command of data or literature, drawing on a broad range of material and/or examining the topic in some detail. Demonstrates a very high level of awareness of, and sensitivity to, the limits of evidence.	A very high standard of referencing throughout. Bibliography conforms to a very high standard. Errors very few and mostly very minor.	A very high standard of written English

Table 5 - UEA SENATE SCALE (Postgraduate level): PROJECTS & DISSERTATIONS

Classification	Learning outcomes & scholarship	Presentation	Methodology	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
70-79% Distinction	Significant learning outcomes have been fully met to a high standard. Demonstrates a strong understanding of link between theory and practice and practice-related issues and/or standards. Attains an impressive level of scholarship, though there may be scope for improvement in a number of areas.	A high standard of presentation: clear, logical and few errors.	The dissertation is underpinned by a sound methodology. Demonstrates a high level of skill and sensitivity in the use of quantitative and/or qualitative methods. Research tools employed are of a high standard. Understanding of research ethics demonstrated to a high standard.	Coherent and articulate arguments, demonstrating a high level of understanding of the topic and associated issues/debates. Has addressed most or all aspects of the assignment to a high standard.	Work demonstrates a high standard of critical analysis and/or originality and creativity. Employs ideas, concepts and theories to good effect. High level of self-reflection.	Work demonstrates a strong command of data or literature, drawing on a broad range of material and/or examining the topic in some detail. Demonstrates a high level of awareness of, and sensitivity to, the limits of evidence.	A high standard of referencing throughout. Bibliography conforms to a high standard, though there may be a number of small errors which can be easily corrected in future submissions.	A high standard of written English
65-69% High Merit	Significant learning outcomes have been met to a very good standard. Demonstrates a good understanding of link between theory and practice and practice-related issues and/or standards. Attains a good level of scholarship, but lacks the sophistication of execution required for a distinction.	A very good standard of presentation: clear, mostly logical, and errors are mostly very minor. Lacks the presentational sophistication required for a distinction.	Some weaknesses in methodology or use of research tools, but very good attempt at the research process. Competent use of quantitative & qualitative methods. Research tools of good standard. Very good awareness of research ethics. Methodological approach lacks the sophistication required for a distinction.	The submission shows a very good grasp of the subject and contains evidence of insight. Though it may lack finesse, it is thorough, clear and shows a very good understanding of the subject/topic. Has addressed most or all aspects of the assignment. Lacks intellectual independence required for a distinction.	The work contains some very good examples of critical analysis and but limited originality and creativity in use of ideas, concepts, case studies etc. Very good level of self-reflection though some scope for development. Critical approach lacks the sophistication required for a distinction.	The student draws on a very good range of material but lacks breadth of engagement with the secondary literature required for a distinction. Judicious use of sources and evidence appropriate to the discipline. Topics are mostly addressed mostly examined in sufficient detail. Very good awareness of the limits of evidence.	A very good standard of referencing, though a number of errors or inconsistencies may be present. Very good bibliography but possibly containing technical errors, some minor, some more serious. Referencing practice lacks sophistication required for a distinction.	A very good standard of written English, with only minor errors present. Lacks the sophistication required for a distinction.

Table 5 - UEA SENATE SCALE (Postgraduate level): PROJECTS & DISSERTATIONS

Classification	Learning outcomes & scholarship	Presentation	Methodology	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
60-64% Merit	Significant learning outcomes have been met, mostly to a good standard. Demonstrates understanding of link between theory and practice and practice-related issues and/or standards. Attains a good level of scholarship and demonstrates clear evidence of engagement in the discipline that lifts it above the merely 'competent'. Exceeds the requirements of a Pass.	A good standard of presentation: clear, mostly logical, and errors are mostly very minor. There may be occasional and relatively minor flaws in structure.	Methodology good but may contain a number of minor flaws. Research tools are functional but lack finesse. The research approach is competent but unimaginative. Competent but basic use of quantitative & qualitative methods. Good awareness of research ethics.	The submission shows a good grasp of the subject and contains evidence of insight. Though it may lack finesse, it is mostly thorough, largely clear and shows a good understanding of the subject/topic. Has addressed most aspects of the assignment.	The work contains some good examples of critical analysis and but limited originality and creativity in use of ideas, concepts, case studies etc. Good level of self-reflection, but plenty of scope for development.	The student draws on a good range but range may be rather predictable. Good use of evidence. Good awareness of the limits of evidence.	A good standard of referencing, though a number of errors or inconsistencies may be present. Good bibliography but possibly containing technical errors, some minor, some more serious.	A good standard of written English, with only minor errors present
55-59% Pass	Significant learning outcomes have been met satisfactorily. Some may have been met to a good standard. Demonstrates a satisfactory understanding of the subject and some understanding of link between theory and practice and practice-related issues and/or standards. Standard of scholarship likely to be undermined by poor linkage of issues/themes, poor use of evidence, unsubstantiated claims etc.	A satisfactory standard achieved: mostly clear, some evidence of logical progression. Some minor inaccuracies. There may be a number of flaws in structure, some of them serious.	Methodology approach is basic but sound. It is under-developed and lacking in sophistication. Research tools employed are satisfactory but very basic. Data retrieved may be of limited, breadth, veracity or reliability. Only a basic awareness of issues associated with use of qualitative/quantitative data. Awareness of research ethics is mostly good.	Competent work, with evidence of engagement in the relevant issues, but little originality and only occasional insight. Gaps in understanding and knowledge; may not have addressed all aspects of the assignment.	Conscientious work and attentive to subject matter and/or task set, but balanced more towards a descriptive rather than a critical, analytical treatment.	Draws on a limited range of sources. Some assessment of evidence. Topics are mostly addressed but not always examined in sufficient detail. Some use of examples. Treatment of data or literature is basically sound but too narrow in scope and underdeveloped. Understanding of the limits of evidence not fully articulated or understood.	Referencing satisfactory on the whole, though some inconsistencies or instances of poor/limited citation may be present. Satisfactory bibliography but likely to reveal some weaknesses in composition and use of referencing conventions.	A reasonable standard of written English, though a number of errors may be present.

Table 5 - UEA SENATE SCALE (Postgraduate level): PROJECTS & DISSERTATIONS

Classification	Learning outcomes & scholarship	Presentation	Methodology	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
50-54% Pass	Significant learning outcomes have been met satisfactorily. Demonstrates a barely satisfactory understanding of the subject. Some understanding of link between theory and practice and practice-related issues and/or standards, but falls well short of the standard required for a Merit. Standard of scholarship likely to be undermined by poor linkage of issues/themes, poor use of evidence, unsubstantiated claims etc. Overall conception lacks ambition. A narrow pass in which there is plenty of scope for improvement.	A barely satisfactory standard achieved. Mostly clear, some evidence of logical progression. Some more significant inaccuracies. There may be a number of flaws in structure, some of them of a more fundamental nature. A narrow pass.	Methodological approach is barely adequate and flawed in some areas. Research tool simplistic and under-developed. Data may be of very limited breadth or reliability. Very little awareness of issues associated with use of qualitative/quantitative data. Awareness of research ethics only satisfactory – it narrowly meets the standard required for a Pass but this aspect of the project / dissertation reveals a limited engagement with the key issues.	Work shows some evidence of engagement in the relevant issues, but may be rather basic and unimaginative in its interpretation and argumentative purpose/focus. Little originality and only occasional insights. Gaps in understanding and knowledge; may not have addressed all aspects of the project/dissertation. A narrow pass.	Work is attentive to the subject matter and/or task set, but balanced mostly descriptive rather than critical or analytical in its approach. It may contain some useful observations, but insights offered are very limited in scope and sophistication. A narrow pass.	Barely satisfactory range of sources. Some assessment of evidence, but the latter may be simplistic and partial. Topics are mostly addressed but not always examined in sufficient detail. Some use of examples, but not necessarily well-chosen or employed. Treatment of data or literature is basically sound but too narrow in scope and underdeveloped. Some evidence of the limits of evidence, but these may not always be properly articulated or understood. A narrow pass.	Referencing barely satisfactory. A number of inconsistencies in citation may be present. Satisfactory bibliography but likely to reveal some serious weaknesses in composition and use of referencing conventions. A narrow pass.	A barely satisfactory standard of written English. A small number of serious errors may be present. A narrow pass.
Marks awarded in the range below indicate that the candidate has failed to achieve the standards required for a pass mark at Masters Level on this occasion. It is recommended that the student receiving marks in this range meet with their adviser (or the marker) to review the factors that may have influenced the mark and ways in which their performance might be enhanced in subsequent assessments. Work representing unsafe practice will be marked as a fail in professional Schools.								

Table 5 - UEA SENATE SCALE (Postgraduate level): PROJECTS & DISSERTATIONS

Classification	Learning outcomes & scholarship	Presentation	Methodology	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
40-49% Fail	Submission fails to demonstrate achievement of the learning outcomes. Some understanding of link between theory and practice and practice-related issues and/or standards is present but lacks the sophistication required for a Pass. Standard of scholarship undermined by poorly constructed ideas, arguments, use of evidence, partial response to the question etc. There may be some evidence of reflection but it is partial and lacks insight expected at Masters level.	Submission fails to meet the presentational standard required for a Pass at Masters level. Some errors may be of a more serious nature. Work rushed to completion.	Methodological approach is unsound and flawed in too many areas. Research tools under-developed and/or inadequate. Data of insufficient breadth or reliability. Awareness of issues associated with use of qualitative/qualitative data appears to be minimal or non-existent. Poor awareness of research ethics.	Work shows some understanding of the topic and some relevant knowledge, but its treatment is basic, unimaginative and superficial and construction of arguments lacks the sophistication required of a Pass at Masters level. Grasp of key concepts is weak. Arguments employed are poorly evidenced and/or contain flaws.	Range of data and/or literature employed is very limited and too narrow to justify a Pass at Masters level. Over-reliance on material provided on Blackboard or in lectures/seminars.	Draws on a limited range of sources. Little attempt to assess evidence. Examples are provided but are poorly chosen or employed. Lacking in sophistication or finesse. The submission reflects a limited level of engagement in wider reading and a limited confidence/ability in the use of evidence. Limits of evidence very poorly articulated or understood. Submission lacks the evidential base required for a Pass at Masters level.	Citations may be present, but referencing is poor, suggesting that little effort has been made to follow guidance. Work is vulnerable to unwitting plagiarism. Bibliography inadequate. Many errors, some serious, revealing an insufficient awareness of mechanics of scholarship. Fails to conform to the standard required for a Pass.	Standard of written English fails to meet the standard required for a Pass at Masters level; a number of serious errors may be present; Poorly structured and written, with poor attention to vocabulary and grammar. The student should consider seeking additional support in the development of their written English.
30-39% Fail	Insufficient demonstration of learning outcomes to justify a Pass grade. Understanding of link between theory and practice and practice-related issues and/or standards is not sufficient for a Pass. Standard of scholarship insufficient for a pass, with weaknesses in several areas. Limited evidence of reflection.	Poor standard, lacking sufficient clarity, and a logical progression, with serious errors / inaccuracies.	Methodological approach is unsound and flawed in too many areas. Research tools under-developed and/or inadequate. Data of insufficient breadth or reliability. Awareness of issues associated with use of qualitative/qualitative data appears to be minimal or non-existent. Very poor awareness of research ethics.	The submission contains some material of merit, but it is only a partial attempt to address the question and fails to answer the question fully or in a robust manner with few (and mostly unsuccessful) attempts to construct argument(s). Poor understanding of key issues or concepts.	The treatment is predominantly descriptive. Whilst the work contains some evidence of criticality or analysis, it is too limited or partial or lacking in depth to justify a pass.	Draws on a very limited range of sources. No real attempt to assess evidence. Examples are occasionally provided but are poorly chosen and employed. Entirely lacking in sophistication or finesse. The submission reflects a very limited level of engagement in wider reading and a limited confidence/ability in the choice and use of evidence.	Citations present but very limited. Referencing is very poor. Bibliography is omitted, partial or poorly structured. Guidance not followed. Poor referencing means work is highly vulnerable to unwitting plagiarism. Many serious errors, revealing very limited awareness of mechanics of scholarship.	Unsatisfactory standard of written English; too many serious errors present. Weaknesses undermine clarity of meaning. Text occasionally incomprehensible. Includes significant flaws in spelling, grammar, and basic sentence / paragraph composition. The student should consider seeking additional support in the development of their written English.

Table 5 - UEA SENATE SCALE (Postgraduate level): PROJECTS & DISSERTATIONS

Classification	Learning outcomes & scholarship	Presentation	Methodology	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
20-29% Fail	One or two learning outcomes have been met in a limited way. Understanding of link between theory and practice and practice-related issues and/or standards is considerably below that required for a pass. Standard of scholarship insufficient for a pass, with weaknesses in many areas. Very limited evidence of reflection.	Very poor standard of presentation, lacking sufficient clarity, and a sufficiently logical progression, with many serious inaccuracies.	Dissertation reflects a very poor understanding of what a 'methodology' is. Approach is unsound and flawed at a fundamental level. Research tools under-developed and/or inadequate. Data minimal. Research ethics are mentioned but not examined / discussed.	Little material of merit or relevance, revealing a paucity of understanding of key issues or concepts. Fails to address most aspects of the task or question set. Work lacks any sustained argument(s).	The treatment is almost wholly descriptive. Contains little evidence of a critical or analytical engagement in the topic.	Draws on minimal range of sources. Rarely goes beyond paraphrasing bits of lecture notes or easily accessible web sources. No attempt to assess evidence. Examples are very rarely provided and those that are very poorly employed. Submission reflects a very limited level of engagement in study on a more general level.	Citation almost or entirely absent. Guidance largely ignored. Bibliography omitted or very poorly assembled. Poor referencing means work is highly vulnerable to unwitting plagiarism. Awareness of mechanics of scholarship very weak.	A poor standard of written English. All of the flaws mentioned above, but of an even more serious nature. The student should consider seeking additional support in the development of their written English.
10-19% Fail	The work submitted will have very limited relevance to any of the stated learning outcomes. Understanding of link between theory and practice is very weak. Standard of scholarship insufficient for a pass, with weaknesses in all areas. Reflection almost entirely lacking.	Little evidence that any thought has been given to the standard of presentation. Many serious errors/ inaccuracies.	Little understanding of 'methodology' is apparent. Approach is entirely unsound and seriously flawed at a fundamental level. Tools and data unreliable/unsound. No engagement with research ethics at all.	No material of merit or relevance, revealing a complete lack of understanding of key issues or concepts. Fails to address all aspects of the task or question set. No attempt to construct argument(s).	The treatment is wholly descriptive. Contains very little evidence of a critical or analytical engagement in the topic.	Almost complete absence of evidence. Submission reflects a very limited level of engagement in study on a more general level.	Citations absent. Guidance entirely ignored. No bibliography that could merit description as such. Very poor referencing Highly vulnerable to unwitting plagiarism. Work shows no attempt to apply the mechanics of scholarship.	A very poor standard of written English throughout with little care taken in the composition of proper sentences or paragraphs. The student should consider seeking additional support in the development of their written English.
0-9% Fail	Lacks any understanding of learning outcomes. No understanding of link between theory and practice and practice-related issues and/or standards. Standard of scholarship very poor throughout. No evidence of reflection.	No evidence that any thought has been given to the standard of presentation.	Nothing that might be described as a 'methodology' is apparent. Total absence of proper research tools or usable data. No evidence that the student is even aware that research ethics exist.	No understanding is demonstrated. Arguments notable for their complete absence.	No evidence of criticality or analysis.	Evidence conspicuous by its complete absence. Submission reflects a very limited level of engagement in study on a more general level.	Citation entirely absent. Bibliography omitted. Highly vulnerable to unwitting plagiarism. Application of the mechanics of scholarship entirely absent.	Incomprehensible. No attempt to compose proper sentences or paragraphs. The student should consider seeking additional support in the development of their written English.

Table 6 - UEA SENATE SCALE (Postgraduate level): ORAL PRESENTATION

Classification	Learning outcomes & scholarship	Presentation	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
90-100% Distinction (Upper Range)	Significant learning outcomes are met at an exemplary standard showing creativity, inventiveness, independence of judgement and consistent evidence of originality of thought and expression. Demonstrates an exemplary understanding of link between theory and practice and practice-related issues and/or standards. Attains the highest standards of scholarship that can be expected of a Masters level presentation.	Exemplary oral presentation: exceptionally clear, logical, imaginative, creative and original. Almost flawless in delivery. Exemplary use of visual aids (slides, hand-outs etc.). Conveys even the most difficult/complex issues clearly and concisely. Exemplary in terms of audience engagement. Conforms to the highest standard that can be reasonably expected from a Masters level presentation. In the case of group presentation: Exemplary level of planning, choreography and group-level coordination.	Exemplary standard of spoken English and diverse vocabulary. Exemplary use of discipline-specific terminology and/or technical language. Exemplary voice projection and body language/eye contact. Conforms to the highest standard that can be reasonably expected from a Masters level presentation.	Highly effective arguments, demonstrating exemplary, deeply impressive understanding of the theoretical or empirical aspects of the topic and associated issues/debates. Addresses all aspects of the assignment to exemplary standard. Key points are rigorously argued and convincingly presented with exemplary use of supporting evidence. Questions handled with impressive 'aplomb'. Conforms to the highest standard that can be reasonably expected from a Masters level presentation.	Exemplary structure with clear, logical progression. Organisation exemplary. Presentation has razor-sharp focus and sense of purpose. Time management excellent. Conforms to the highest standard that can be reasonably expected from a Masters level presentation.	Presentation demonstrates exemplary standard of critical analysis and/or originality and creativity. Exemplary in its use of ideas, concepts and theory. Exemplary analysis of data. Exemplary level of self-reflection. Conforms to the highest standard that can be reasonably expected from a Masters level presentation.	Exemplary use of sources/case studies and/or evidence. Demonstrates deeply impressive command of data or literature, drawing on an exemplary range of material/evidence and/or examining the topic in considerable detail. Demonstrates an exemplary sensitivity to the limits/limitations of evidence. Conforms to the highest standard that can be reasonably expected from a Masters level presentation.
80-89% Distinction (Middle Range)	Significant learning outcomes have been fully met to a very high standard. The presentation shows clear signs of perceptiveness and some originality of thought and expression. Demonstrates a strong understanding of link between theory and practice and practice-related issues and/or standards. Attains a very high level of scholarship, though small potential improvements can be readily identified.	A very high standard of presentation: clear, logical and few errors. The delivery, whilst not exemplary, is lively, with excellent use of visual aids (if appropriate) and some evidence of practice and choreography. Encouraged group participation and discussion. In the case of group presentation: Very high level of planning, choreography and group-level coordination.	A very high standard of spoken English. Very good breadth of vocabulary. Very good use of discipline-specific terminology. Good voice projection and eye contact/use of body language.	Coherent, articulate and resourcefully constructed arguments, demonstrating a very high level of understanding of the topic and associated issues/debates. Has addressed most or all aspects of the assignment to a very high standard. Questions handled very well and with ease.	Structure clear and well-suited to topic. Whilst not entirely without flaws, there is evidence of careful planning and attention to detail. Logical progression. Time management very good.	Presentation demonstrates a very high standard of critical analysis and/or originality and creativity. Employs ideas, concepts and theory to good effect. Very high level of self-reflection.	Presentation demonstrates a very strong command of data or literature, drawing on a broad range of material and/or examining the topic in some detail. Also demonstrates a very high level of awareness of, and sensitivity to, the limits of evidence.

Table 6 - UEA SENATE SCALE (Postgraduate level): ORAL PRESENTATION

Classification	Learning outcomes & scholarship	Presentation	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
70-79% Distinction	Significant learning outcomes have been fully met to a high standard. Demonstrates a strong understanding of link between theory and practice and practice-related issues and/or standards. Attains an impressive level of scholarship, though there may be scope for improvement in a number of areas.	A high standard of presentation: clear, logical and few errors.	A high standard of spoken English. Good breadth of vocabulary. Good use of discipline-specific terminology. Good voice projection and eye contact/use of body language.	Coherent and articulate arguments, demonstrating a high level of understanding of the topic and associated issues/debates. Has addressed most or all aspects of the presentation topic to a high standard. Questions handled very well.	Structure clear and well-suited to topic. Whilst there is evidence of careful planning and attention to detail, there is some scope for refinement. Logical progression. Time management good.	Presentation demonstrates a high standard of critical analysis and/or originality and creativity. Employs ideas, concepts and theory to good effect. High level of self-reflection.	Presentation demonstrates a strong command of data or literature, drawing on a broad range of material and/or examining the topic in some detail. The presentation shows awareness of, the limits/limitations of evidence.
65-69% High Merit	Significant learning outcomes have been met to a good standard. Demonstrates a good understanding of link between theory and practice and practice-related issues and/or standards. Attains a good level of scholarship, but lacks sophistication of distinction.	A good standard of presentation: clear, mostly logical, and errors are mostly very minor.	A good standard of spoken English and vocabulary. Good use of disciplinary terminology and language. Voice projection and eye contact/body language are better than average, though some room for improvement.	The presentation shows a good grasp of the subject and contains evidence of insight. Though it may lack finesse, it is thorough, clear and shows an understanding of the subject/topic. Has addressed most or all aspects of the presentation topic. Lacks intellectual independence required for a distinction. Questions handled well most of the time.	Structure clear and there is logical progression. Whilst the presentation shows evidence of care in its planning, needs more careful 'honing', and clearer focus.	Presentation contains some good examples of critical analysis but limited originality and creativity in use of ideas, concepts, case studies etc. Good level of self-reflection though some scope for development.	Presentation draws on a good range of material but lacks breadth of engagement with the secondary literature required for a distinction. Judicious use of sources and evidence appropriate to the discipline. Topics are mostly addressed but not always examined in sufficient detail. Partial awareness of the limits of evidence.
60-64% Merit	Significant learning outcomes have been met, mostly to a good standard. Demonstrates understanding of link between theory and practice and practice-related issues and/or standards. Attains a good level of scholarship and demonstrates clear evidence of engagement in the discipline that lifts it above the merely 'competent'. Exceeds the requirements of a Pass.	A good standard of presentation: clear, mostly logical, and errors are mostly very minor. There may be occasional and relatively minor flaws in structure.	A good standard of spoken English and vocabulary. Good use of disciplinary terminology and language. Voice projection and eye contact/body language are better than average, though some room for improvement.	The presentation contains evidence of insight. Though it may lack finesse, it is thorough, clear and shows an understanding of the subject context. Has addressed most or all aspects of the presentation topic. Capable of responding to most questions in a competent manner.	Structure mostly clear and there is, for the most part, a logical progression. Whilst the presentation shows evidence of care in its planning, needs more careful 'honing', and a clearer focus. Falls some way short of the standard required for a distinction.	Presentation contains some good examples of critical analysis but limited originality and creativity in use of ideas, concepts, case studies etc. Good level of self-reflection, but plenty of scope for development.	The student draws on a good range of material but lacks breadth of engagement with the secondary literature. Mostly good use of evidence. Topics are mostly addressed but not always examined in sufficient detail. Partial awareness of the limits of evidence.

Table 6 - UEA SENATE SCALE (Postgraduate level): ORAL PRESENTATION

Classification	Learning outcomes & scholarship	Presentation	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
55-59% Pass	Significant learning outcomes have been met satisfactorily. Some may have been met to a good standard. Demonstrates a satisfactory understanding of the subject and some understanding of link between theory and practice and practice-related issues and/or standards. Standard of scholarship likely to be undermined by poor linkage of issues/themes, poor use of evidence, unsubstantiated claims.	A competent standard achieved: mostly clear, some evidence of logical progression. Some minor inaccuracies. There may be a number of flaws in structure, some of them serious.	Satisfactory standard of spoken English and vocabulary. Some discipline-specific terminology and language are used, mostly accurately. Voice projection/eye contact/body language are no more than satisfactory.	Competent work, with evidence of engagement in the relevant issues, but little originality and only occasional insight. Gaps in understanding and knowledge; may not have addressed all aspects of the presentation topic. Responses to questions very variable, struggled with some.	Generally accurate and relevant but some gaps and or irrelevant material. Not always clear or logical.	Presentation is attentive to subject matter and/or task set, but balanced more towards a descriptive rather than a critical, analytical treatment.	Draws on a satisfactory range of sources. Some assessment of evidence. Topics are mostly addressed but not always examined in sufficient detail. Some use of examples. Treatment of data or literature is basically sound but too narrow in scope and underdeveloped. Understanding of the limits of evidence not fully articulated or understood.
50-54% Pass	Significant learning outcomes have been met satisfactorily. Demonstrates a barely satisfactory understanding of the subject. Some understanding of link between theory and practice and practice-related issues and/or standards, but falls well short of the standard required for a Merit. Standard of scholarship likely to be undermined by poor linkage of issues/themes, poor use of evidence, unsubstantiated claims etc. Overall conception lacks ambition. A narrow pass in which there is plenty of scope for improvement.	A barely satisfactory standard achieved. Mostly clear, some evidence of logical progression. Some more significant inaccuracies. There may be a number of flaws in structure, some of them of a more fundamental nature. A narrow pass.	Standard of spoken English and vocabulary is adequate for a pass. Use of discipline-specific terminology and language lacks precision and may be flawed. Use of voice projection and eye contact/use of body language are poor - considerable scope for improvement.	Work shows some evidence of engagement in the relevant issues, but may be rather crude in its interpretation and argumentative purpose/focus. Little originality and only occasional insight. Gaps in understanding and knowledge; may not have addressed all aspects of the presentation topic. A narrow pass. Answered most questions but some responses not convincing.	Material fairly disorganised with poor sense of 'mission' or key points the student wished to convey. A narrow pass.	Work is attentive to the subject matter and/or task set but is mostly descriptive rather critical or analytical. It may contain some useful observations, but insights offered are very limited in scope and sophistication. A narrow pass.	Barely satisfactory range of sources. Some assessment of evidence, but the latter may be simplistic and partial. Topics are mostly addressed but not always examined in sufficient detail. Some use of examples, but not necessarily well-chosen or employed. Treatment of data or literature is basically sound but too narrow in scope and underdeveloped. Some evidence of the limits of evidence, but these may not always be properly articulated or understood. A narrow pass.

Table 6 - UEA SENATE SCALE (Postgraduate level): ORAL PRESENTATION

Classification	Learning outcomes & scholarship	Presentation	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
Marks awarded in the range below indicate that the candidate has failed to achieve the standards required for a pass mark at Masters Level on this occasion. It is recommended that the student receiving marks in this range meet with their adviser (or the marker) to review the factors that may have influenced the mark and ways in which their performance might be enhanced in subsequent assessments. Work representing unsafe practice will be marked as a fail in professional Schools.							
40-49% Fail	Presentation fails to demonstrate achievement of the learning outcomes. Some understanding of link between theory and practice and practice-related issues and/or standards is present but lacks the sophistication required for a Pass. Standard of scholarship undermined by poorly constructed ideas, arguments, use of evidence, partial response to the question etc. There may be some evidence of reflection but it is partial and lacks insight expected at Masters level.	Presentation fails to meet the presentational standard required for a Pass at Masters level. Some errors may be of a more serious nature. Work rushed to completion.	Standard of spoken English and vocabulary falls below the standard required for a pass. Use of discipline-specific terminology and language is inaccurate. Voice projection and use of body language are poor. The student should consider seeking additional support in the development of their spoken English. Fails to achieve the standard required of a Pass at Masters level.	Presentation shows some understanding of the topic and some relevant knowledge, but its treatment is basic, unimaginative and superficial and construction of arguments lacks the sophistication required of a Pass at Masters level. Grasp of key concepts is weak. Arguments employed are poorly evidenced and/or contain flaws. Very few convincing answers to questions. Fails to achieve the standard required of a Pass at Masters level.	The presentation is badly prepared. Structurally weak, muddled, lacking incoherence. Little sense of focus or sense of 'mission'. Fails to achieve the standard required of a Pass at Masters level.	Range of data and/or literature employed is very limited and too narrow. Over-reliance on material provided on Blackboard or in lectures/seminars. Fails to achieve the standard required of a Pass at Masters level.	Draws on a limited range of sources. Little attempt to assess evidence. Examples are provided but are poorly chosen or employed. Lacking in sophistication or finesse. The presentation reflects a limited level of engagement in wider reading and a limited confidence/ability in the use of evidence. Limits of evidence very poorly articulated or understood. Presentation lacks the evidential base required for a Pass at Masters level.
30-39% Fail	Insufficient demonstration of learning outcomes to justify a pass grade. Understanding of link between theory and practice and practice-related issues and/or standards is not sufficient for a Pass. Standard of scholarship insufficient for a pass, with weaknesses in several areas. Limited evidence of reflection.	Poor standard, lacking sufficient clarity, and a logical progression, with serious errors/inaccuracies.	Standard of spoken English and vocabulary falls below the standard required for a pass. Use of discipline-specific terminology and language is inaccurate. Voice projection and use of body language are poor. The student should seek additional support in the development of their spoken English.	The presentation contains some material of merit, but it is only a partial attempt to address the key issues, with a lack of robustness and with few (and mostly unsuccessful) attempts to construct argument(s). Poor understanding of key issues or concepts. Almost no convincing answers to questions.	Mostly disorganised and incoherent. No obvious or apparent focus or sense of 'mission'.	The treatment is mostly descriptive. Whilst the work contains some evidence of criticality or analysis, it is too limited or partial or lacking in depth to justify a pass at Masters level.	Draws on a very limited range of sources. No real attempt to assess evidence. Examples are occasionally provided but are poorly chosen and employed. The presentation reflects a very limited level of engagement in wider reading and a limited confidence/ability in the choice and use of evidence.

Table 6 - UEA SENATE SCALE (Postgraduate level): ORAL PRESENTATION

Classification	Learning outcomes & scholarship	Presentation	Argument & understanding	Criticality & analysis	Use of sources and evidence	Academic referencing	Written communication
20-29% Fail	One or two learning outcomes have been met in a limited way. Understanding of link between theory and practice and practice-related issues and/or standards is considerably below that required for a pass. Standard of scholarship insufficient for a pass, with weaknesses in many areas. Very limited evidence of reflection.	Very poor standard of presentation, lacking sufficient clarity, and a sufficiently logical progression, with many serious inaccuracies.	Standard of spoken English and vocabulary is very poor. Use of discipline-specific terminology and language is inaccurate. No awareness of voice projection and body language. The student should seek additional support in the development of their spoken English.	Little material of merit or relevance, revealing a paucity of understanding of key issues or concepts. Fails to address most aspects of the task set or the topic of the presentation. Presentation lacks any focused or sustained argument(s). Answers to questions mostly superficial.	Very disorganised and mostly incoherent. No obvious or apparent focus or sense of 'mission'. Very little evidence of planning in advance.	The treatment is almost wholly descriptive. Contains little evidence of a critical or analytical engagement in the topic.	Draws on minimal range of sources. Rarely goes beyond paraphrasing bits of lecture notes or easily accessible web sources. No attempt to assess evidence. Examples are very rarely provided and those that are very poorly employed. Presentation reflects a very limited level of engagement in study on a more general level.
10-19% Fail	The work submitted will have very limited relevance to any of the stated learning outcomes. Understanding of link between theory and practice is very weak. Standard of scholarship insufficient for a pass, with weaknesses in all areas. Reflection almost entirely lacking.	Little evidence that any thought has been given to the standard of presentation. Many serious errors/ inaccuracies.	Spoken English and vocabulary cause for major concern: may require remedial intervention. Use of discipline-specific terms and language suggests major deficiencies in reading/ knowledge. The student should seek additional support in the development of their spoken English.	No material of merit or relevance, revealing a complete lack of understanding of key issues or concepts associated with the topic. Fails to address all aspects of the task or the topic. No attempt to construct argument(s). Answers to questions wholly superficial.	No real evidence of any planning in advance. Organisation or structure almost entirely lacking.	The treatment is wholly descriptive. Very little evidence of a critical or analytical engagement in the topic.	Almost complete absence of evidence. Presentation reflects a very limited level of engagement in study on a more general level.
0-9% Fail	Lacks any understanding of learning outcomes. No understanding of link between theory and practice and practice-related issues and/or standards. Standard of scholarship very poor throughout. No evidence of reflection.	No evidence that any thought has been given to the standard of presentation.	Standard of spoken English totally inadequate for an oral exercise at Masters level. Hardly any knowledge demonstrated. The student should seek additional support in the development of their spoken English.	No understanding is demonstrated. Arguments notable for their complete absence. No real attempt to answer questions at all.	No organisation or structure. No evidence of any advance planning at all.	The treatment is wholly descriptive. No evidence of any kind of a critical or analytical engagement in the topic.	Evidence wholly absent. Presentation reflects a non-existent or wholly ineffective engagement in study on a more general level.

14 Timetables

To access your timetable online log in to e:Vision: eVision.uea.ac.uk using your individual university username and password and look for the Timetable Links section. You will need to have configured your UEA email via the Outlook app before you can add your UEA timetable to Office 365; instructions are available [here](#). There may be last-minute changes to your timetable, for example, a change of room, so you should check your online timetable regularly and not rely on a printed out copy which may become out of date. Hub staff will endeavour to inform you of late changes via email.

15 Coursework Submission and Return

The University's policy on Submission of Work for Assessment (Taught Programmes): Submission of Anonymised Work for Assessment, Word Limits and Penalties, Extensions and Penalties for Unauthorised Late Submission, Provisional Marks and Feedback, and Retention of Coursework is published in the Calendar, and is available at:

<https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+Submission+of+Work+for+Assessment+-+Taught+Programmes.pdf>

Useful information, such as how to submit your work and how you receive your marks and feedback, is available on the Learning and Teaching Service website at: portal.uea.ac.uk/learning-and-teaching/students/assessment/coursework/submission

A podcast on how to submit your course work electronically using e:Vision is available [here](#).

For electronic submission using Blackboard, please see information available at:

<https://portal.uea.ac.uk/learning-technology/assessment/students>

15.1 Word Limits and Word Count Penalties

If your assignment has a word limit, you will be penalised if you exceed the word limit. The policy, covered in the 'submission of work for assessment' regulation above, clarifies what should be included and excluded in the word count. You must include your word count on the coursework coversheet when you submit your work. Specifically, where appropriate:

- The word limit for assignments will be clearly published, normally in the assessment title.
- Word limits for written assignments, projects, reports and dissertations should include footnotes and endnotes, references (in the main text), tables and illustrations and if applicable, the abstract, title page and the contents page. Any appendicised material and the bibliography shall be excluded from the word count. Where it is agreed that bibliographic referencing will take the form of footnotes and/or endnotes this will not be included in the word count – any additional notes within the body of the text will be counted.

15.1.1 Penalties for exceeding the word limit

Less than 10% over word limit	No Penalty
10% or more over the word limit	Deduction of 10 marks from the original mark
Failure to provide an electronic copy when requested	Mark capped to the pass mark
Intentional misrepresentation of the word count on the coversheet	Mark capped to the pass mark
NOTE:	
1. When the original mark is within 10 marks of the pass mark, the penalty will be capped at the pass mark	
2. Original marks below the pass mark will not be penalised	

15.2 Deadlines

The deadline for submission of coursework is 15:00 (3.00 p.m.) on the submission/due day. This is for both electronic submission and paper copy submissions.

If you are sending coursework by post (please note that submission by post is only available for certain designated modules, for example some Distance Learning modules), you should plan for it to arrive at the Hub by the deadline day. You must retain receipts/records of postage.

15.2.1 Penalties for late submission in the absence of acceptable extenuating circumstances are:

<i>Work submitted</i>	<i>Marks deducted</i>
After 15:00 on the due date and before 15:00 on the day following the due date	10 marks
After 15:00 on the day after the due date and before 15:00 on the third day after the due date	20 marks
After 15:00 on the third day after the due date and before 15:00 on the 20 th day after the due date.	All the marks the work merits if submitted on time (i.e. no marks awarded)
After 20 working days	Work will not be marked and a mark of zero will be entered.

Late submission of **pass/fail** marked work for assessment in the absence of acceptable extenuating circumstances will be awarded a **fail** mark.

Summative coursework deadlines will be available for you to view through e:Vision.

There is a University requirement that for standard coursework assignments, there must be a maximum of a 20-working day turnaround between the coursework submission deadline and return of feedback/marks. For dissertations, placement reports projects and portfolios the turnaround is normally a maximum of 30 working days. Wherever possible, Module Organisers will stagger deadlines to help with students' management of their workload.

15.3 Submission

This will be managed via the Hub delivering the module. Electronic submission of assignments will be set up for all assignments except those that need to be handed in as a hard copy, such as some portfolios or worksheets. Further details are given below. In addition, there is a document covering instructions and technical aspects of submission, 'Submission of Assessed work using e:Vision', which is available through a link on the Assessment and Awards box of the students' e:Vision page.

Submission details will be displayed on your e:Vision page, in 'Assessment and Awards'. This will show all assessments for all the modules that you are enrolled on for the current academic year, and will give further details for those items which require submission including type of submission (hard copy or electronic), links to electronic submission (where appropriate) and the ability to print a coversheet for hard-copy submissions.

15.3.1 Electronic submission and online marking

There are two main methods for electronic submission of assignments. Many assignments will be submitted electronically via e:Vision. Work that is to be marked online will be submitted electronically via Blackboard. For identified modules, you will be able to submit coursework electronically from **one** week before the deadline, using a link from the e:Vision page. If your assignment is set up for electronic submission, you **must** submit electronically; **there will not be an option to submit a hard copy instead of electronic submission**. Even late assignments, or those that have extensions, should be submitted electronically rather than in paper format. Work uploaded after 15.00 (3.00 p.m.) on the specified deadline day will incur a late penalty unless there is an approved extension. You are strongly advised not to leave it to the last few minutes before 15.00 to upload your work, to allow time for checking and in case you encounter any problems whilst uploading it.

15.3.2 Requirements for e-submission

Electronic submission to e:Vision will be by PDF. The work will be printed out for the marker, and printing will be in black and white unless your Module Organiser has indicated otherwise.

Work submitted to Blackboard will be marked online. Your Module Organiser will advise you if this is the case and provide details of the required format of the work.

It is your responsibility to ensure that you submit the correct file type for marking, if you fail to comply with the published instructions, and the work cannot be marked as a result (e.g. the file type cannot be opened and read) then this work will be given a mark of zero. This recognises that a submission has been made by the deadline, but cannot be assessed. You are also responsible for checking the quality of the electronic submission by checking that the correct file has been uploaded and resolve any issues with corruption in transit. Where any work submitted has been corrupted in transit, to the extent that the final submission cannot be assessed, the work will be given a mark of zero.

15.3.3 Coversheets in e:Vision

As part of the upload process, a coversheet will be automatically attached to your work before the work is printed out. The coversheet will auto-populate with a barcode (unique to the module assignment and student number) and delivery point (i.e. the Hub managing the module), plus Section A fields: your student registration number, Module Organiser, Module Code, Module Title, Assignment Due Date and Assignment Title.

What you need to fill in on the e-coversheet:

1. You should add in the marker's name if you have been asked by your lecturer to do so. Please can you ensure that you add your Seminar Leader name if you are submitting a module in the Arts and Humanities faculty, as they will be marking your work, and it speeds up getting the script to the correct person.
2. You should add in the Word Count for your piece of work (see guidelines on what to include).
3. You should also apply for a Specific Learning Difficulty (SpLD) e-sticker, if appropriate (See below for details)

15.3.4 Specific Learning Disability Stickers

If you have a Specific Learning Difficulty or Autistic Spectrum Condition (ASC) you must have had an assessment by the Student Support Service and have been told that you can use a sticker. This notifies the marker that the script has been written by a student with a SpLD or ASC and it should be marked in accordance with guidelines approved by the University. The Student Support Services will update the Student Information System with your details, and when you upload your work on e:Vision you will be given the option of attaching a sticker. There may be a delay between you having your Student Support Services assessment and the system being updated. If you think you are entitled to a sticker but it is not appearing on the system when you upload, please go to your Hub for advice. More details are available at: portal.uea.ac.uk/student-support-service/disability

If you are uploading work on Blackboard, please provide details of your sticker when prompted on screen.

15.3.5 Paper submission

For a small number of specific modules, hard copy paper submission will still be the only suitable method of submission. If this is the case for any of your modules, this will be clearly stated on your e:Vision record. You must print off a coversheet to accompany your piece of work, and then submit it to your Hub by the deadline. Please note that the coversheets are assignment- and student-specific, so you must print a different one off for each different assignment which requires paper submission. As with the electronic submission, most of the form is pre-populated, with the student registration number and module details, along with a barcode for easy logging by LTS staff. The only additional information that you have to add is the Marker's Name (mainly in use for some HUM modules, where marking will be organised directly with the marker), and the application of a Specific Learning Difficulty sticker, if appropriate. The coversheet should be **stapled** to your work and submitted in the Hub coursework drop box or the Reception desk, as appropriate, from a week before the deadline day. Students who are entitled to use stickers on their assignments to identify

to markers that they have a Specific Learning Difficulty, should collect their stickers from the Student Support Services, previously known as the Dean of Students' office, and attach a sticker to the top left hand corner of the coursework coversheet as indicated.

15.3.6 Electronic copies for Plagiarism and Collusion investigation

You are reminded that, in the event of a suspicion of plagiarism or collusion, you are obliged to submit an electronic version of your work which can be submitted to the University's approved text matching software (i.e. the version needs to be in Word). This is irrespective of whether the original piece of work was submitted electronically or in paper format. This is in accordance with the University's Plagiarism and Collusion Policy, and failure to do so will result in the work receiving an automatic mark of zero. Where the electronic copy is corrupted or is different from the original submission, a mark of zero will be recorded for the assessed work in question, see:

portal.uea.ac.uk/documents/6207125/7465906/Section+3+Plagiarism+and+Collusion.pdf

15.4 Feedback and Return of Coursework

There are three main methods of receiving feedback and return for coursework. Work will be returned either in module-specific coursework boxes in the Hub, via the Module Organiser/marker or, if your Module Organiser opts to mark work online your feedback will be received via the module Blackboard site). The method of return for your assignment will be available on your e:Vision page.

15.4.1 Return of work via the Hub

For coursework that is to be returned via the Hub, you will be notified when it is ready to collect from the Hub. Please note that due to limited space, coursework will only be available to collect from the Hub **for one week**, so please pick up your coursework as soon as it is available.

In some areas, it has been practice to only return the feedback and not the coursework itself. This practice will continue in those areas where this has been the custom.

15.4.2 Marks on e:Vision

Marks will be published on e:Vision.

To view your marks on e:Vision you should access the 'Assessment and Award Details' container from your home page.



Then click on '*Provisional Marks This Year*'

Clicking this link allows you to view your provisional marks for each assessment item on a module in the current academic year. This view is available whilst marks are 'provisional', which means up until such time that they are considered by the Board of Examiners. Once marks have been considered and 'confirmed' by the Board of Examiners they are no longer provisional and cannot be viewed.

To view your confirmed marks you have to wait until the confirmed marks are released after the Board of Examiners has met. You can then view your marks in the '*Online Marks Statement*'.

Under '*Provisional Marks This Year*' you can also access statistical information by clicking the link '*View Statistics*' on the right-hand side of the page. This displays a summary of provisional marks received by students on the module. The summary is broken down into statistical bands; it does not reveal any personal information about other students' marks.

Please note that if your work is marked online in Blackboard, the mark in Blackboard itself will not include any penalties and you should check your mark in e:Vision.

15.4.3 Remark requests

If you are concerned about the mark you have been awarded for an assignment, presentation or oral examination that has been single marked, under certain circumstances you may request a remark. This should be done within **10 working days** of publication of the mark on eVision. These circumstances are i) if you believe the mark is not consistent with the feedback given or ii) the feedback suggests that part of your submission has not been considered or iii) the assessment criteria have not been applied appropriately.

You should consult the Remarking Policy and Guidance [here](#) for more information. The remarking request form is [here](#)

There are different procedures for OSCEs, OSPEs and written examinations and these are outlined in Section 1.6 of the policy and guidance

15.4.4 Uncollected work

Any work not collected in the week that it is available in the Hub will be sent to your adviser; you should contact your adviser if you haven't been able to collect your work from the Hub on time.

Where there has been past practice to return coursework by post, for example for Distance Learners, the Hubs will continue to do this.

15.5 Extensions

The regulation regarding the reporting and consideration of extenuating circumstances, including extensions and delayed assessments, is published [here](#):

If you have a compelling reason for an extension to a deadline for a piece of work, you should submit a request before the deadline to the appropriate Learning and Teaching Service Hub, using the online Extenuating Circumstances Report Form. Students are permitted an automatic extension once per year, on submission of the EC Report Form. Subsequent applications are subject to approval, and must be accompanied by appropriate evidence.

Please see pp 17-18 of the ARC Guidance on Academic Appeals and Extenuating Circumstances for further information about acceptable evidence:

www.arc.ac.uk/uploadedfiles/documents/ARCAppealsExtCircs.pdf

It is important that you make a back-up copy of all electronic work and data, and regularly update these to the latest version. Extensions will not be given for loss of work or data due to failure of your own storage media (e.g. usb storage, discs, CDs).

Staff will generally be sympathetic and supportive of difficult personal circumstances, especially where these occur for reasons outside of your control. However, if the circumstances are largely due to factors arising from your own actions, then the School may be less sympathetic (e.g. stress arising from lack of forward planning, poor work practices).

If the medical or other circumstances are severe and/or on-going, you should make this known to your Adviser, the School Senior Adviser or your Learning and Teaching Service Hub, in order to discuss alternative options.

Please note that details of approved extensions will not be visible in Blackboard.

15.6 Retention of Coursework

Electronic copies of students' work will be kept on the student record system for the duration of their study on the course plus an additional year before disposal. Paper copies of coursework which you have not collected will be destroyed at the end of the academic year

A sample of student work may be kept for a period of up to 6 years, for quality assurance purposes.

You should note that you are responsible for keeping copies of your own work, for production in the event of an appeal or a plagiarism and collusion investigation.

15.7 Feedback

Your marker will typically annotate your returned work, or attach separately, comments about your work ('feedback'). Some markers make all their comments at the end of your work and others might use a form that is tailored to the particular requirements of the work. Feedback may be provided electronically or in paper form. Online feedback may include audio or video feedback. Feedback is also given to you in person during seminars or class discussions, as you work through practical sessions and often by your Adviser in advising meetings. Feedback may also be given by your peers in class discussions or sometimes when students assess the merits of each other's work ('peer assessment').

There are two main types of feedback: 'formative' and 'summative'. 'Formative feedback' is sometimes called 'feed forward' because comments are intended to help you improve future work. A mark is not usually given; the feedback is solely qualitative although occasionally a lecturer will give an 'indicative' mark. A formal mark is given in 'summative assessment' and this mark counts towards the formal assessment of the module, and apart from Year 1 at undergraduate level, towards the mark of your final degree. Deadlines still apply for submission of formative work.

16 Examinations

16.1 Attendance at examinations

All students, including Visiting Students, are required to take any prescribed examinations for Module(s) studied. The regulations relating to University Examinations and the conduct of examinations are published in the General Regulations for Students:

<https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+General+Regulations+for+Students.pdf>

It is your responsibility to check the examination timetable and ensure that you are present for examinations at the appropriate time and place.

The dates of examinations are set by the University and cannot be amended to suit the preference or interest of any particular student or group of students. You should, therefore, not make any plans to be away from UEA until you know the precise date(s) of any examination(s) you are required to take. **Please note that if you are referred to reassessment in an examined module, you will be required to return to UEA in mid to late August for your reassessment examination/s. Please refer to the section on 'Important dates for 2017/18' for details of these dates.**

FIELD WORK: If planning any field work over the Christmas or Easter break, please check the dates carefully to avoid a clash with any examination(s). You may need to adjust your exam preparation to allow for this work if absent on field work immediately prior to the exam period.

Please see the Examination Scheduling Policy here, which outlines what you can expect from your examination timetable:

portal.uea.ac.uk/documents/6207125/8551351/examination-scheduling-policy.pdf/c6cd0e08-60f6-42d8-aaf4-557705daf8f0

16.2 Religious festivals

You are reminded about the UEA regulation regarding religious festivals:

- A student who for religious reasons is unable to carry out University work or assessments on days during the year shall give notice of this fact in writing to the relevant University Services Office on first registering at the University
- It is the responsibility of such students to inform themselves concerning the work which has been done in classes from which they have been absent.
- Students who feel they may be adversely affected by assessment or examination/course test arrangements should advise the relevant University Services Office in writing as soon as possible on receipt of notice of the assessment arrangements
- The University will endeavour to make reasonable adjustments, which may be, for example, where practicable, avoiding holding examinations on those days for which students concerned have given notice in writing as above. However, the University reserves the right to hold examinations/course tests on those days if there is no alternative. It is essential that you let your Adviser know if you will be missing timetabled work because of a religious festival.

16.3 Sitting Exams and course tests

- For examinations, you will be sent an individual e-mail by a published deadline notifying you that your exams timetable is available via e-Vision.
- For course tests, you will be notified of the dates and times and times of course tests via your e-vision timetable, the Module Outline or by your Module Organiser or your Hub team.
- You should make sure you know the location of the exam or course test venue in advance of the date and how long it will take you to get to the venue. You will be asked to attend the venue at least 20 minutes before the start time of the exam.
- At the start of the exam or course test it is essential to read the question paper carefully and ensure that you know how many questions you have to answer.
- Allocate your time appropriately between the different questions, paying attention to any marking-scheme given on the paper.
- Make sure that you attempt the required number of questions.
- Think carefully about what the question is asking.
- Try to attempt each part if there is more than one section in the question paper.
- If you fail to complete the paper, you will get no marks at all for the unanswered parts.
- It is better to attempt each question rather than complete a smaller number of questions in greater detail.

16.4 Calculators

Non-programmable calculators may be used in most exams and course tests. The regulation relating to the use of calculators in exams and course tests can be found at:
portal.uea.ac.uk/documents/6207125/7465906/Section+3+General+Regulations+for+Students.pdf

In addition, the list of approved calculators is available at:

www.uea.ac.uk/learningandteaching/documents/assessment/GuidelinesfortheuseofCalculatorsinUniversityExaminations

If you bring a calculator to an examination or course test, you must ensure that it is included on the list of approved calculators. Calculators that are not on the approved list will be taken from you for the duration of the exam and you will not be provided with a replacement/alternative calculator

16.5 Dictionaries

If English is not your first language you are permitted to use a simple translation dictionary in examinations unless the exam tests language competence or the use of dictionaries is prohibited by the rubric. The regulation relating to the use of dictionaries in exams and course tests can be found at:

<https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+General+Regulations+for+Students.pdf>

Further details, including an approved list is available at:

<https://portal.uea.ac.uk/documents/6207125/8551351/guidelines-for-the-use-of-dictionaries.pdf/7223be8a-8829-4f9a-bbc2-cf1567465a7a>

If you bring a dictionary to an examination or course test, you must ensure that it is included on the list of approved dictionaries. Dictionaries that are not on the approved list will be taken from you for the duration of the exam and you will not be provided with a replacement/alternative. Dictionaries must not have any handwriting or annotations in them. Dictionaries that are found with handwriting or annotations in them will be taken from you for the duration of the exam.

16.6 Progression and Reassessment

At the end of the year, or usually for PGT students, at the end of the taught module element of your course, the Board of Examiners will meet to consider the performance of each student on the course. If you have not passed all taught modules you may be referred to reassessment in modules failed. You will be notified of the modules in which you will be required to be reassessed. Reassessment will normally be by the original mode of assessment. The reassessment examinations take place in late August. If you are referred to reassessment then you are required to attend and will also be required to pay a Reassessment fee. The fee for 2017/18 is £70 per module.

If you are referred to reassessment, you will be responsible for ensuring that you are available to sit the examination at the prescribed time. The dates of reassessment examinations can not be changed. **Please refer to the section on 'Important dates for 2017/18' for details of when reassessment examination will be held.**

16.7 Degree classifications

16.7.1 Undergraduate degrees

Degrees are classified according to the Senate scale set out below:

Degree Classification	% Mark
I	100-70
II (1)	69.99-60
II (2)	59.99-50
III	49.99-40
Fail	39.99-0

16.7.2 Taught Postgraduate degrees

In order to be awarded a Masters Degree, you need to obtain at least the pass mark of 50% in all modules and have an overall aggregate for the taught component of the course of 50%. If you do not complete the taught components satisfactorily as specified, the Board of Examiners shall determine whether through use of discretion, you should receive compensation, or you should be offered the option of reassessment. You may receive compensation in taught modules up to the total of 40 credits in a Masters degree programme.

In a Masters degree programme you may be considered for a distinction if you have achieved an overall aggregate over 180 credits of at least 70% for the whole course; and for a merit if you have achieved an overall aggregate over 180 credits of at least 60%. For some programmes you will also

be required to demonstrate that you have met the requirements of the relevant professional, statutory or regulatory bodies. Your School will make this clear to you.

16.8 Degree pass lists, parchments and transcripts

16.8.1 Your official name for display on your parchment and transcript

Please note that the name you use for registration will be the name used on Pass Lists and Degree Parchments. It is important to correct any spelling mistakes or other errors. The order of appearance of your names may also be important to you if you want your degree recognised by external organisations. Once published, the Pass lists or your degree parchment can only be changed on request and you will be charged a fee for this service.

16.8.2 What your degree transcript will contain

Please be aware that although your degree parchment lists only your degree title and classification, the transcript (Diploma Supplement) which you will receive to accompany your parchment, lists all your modules along with the overall mark for each module. Many employers and university admissions officers (if you are applying for further study) will wish to see your full transcript.

17 Important dates for 2017/18

Standard Academic Year dates

Autumn Semester: 25 September 2017 to 15 December 2017

(Christmas Break - 16 December 2017 to 13 January 2018)

Spring Semester: 14 January 2018 to 16 March 2018

(Easter Break – 17 March 2018 to 14 April 2018)

Spring Semester continues: 15 April 2018 to 18 May 2018

Examination Assessment Period: 21 May 2018 to 15 June 2018

(four week period will include examinations and course tests for undergraduate and postgraduate taught students who follow the standard academic year)

Examination Boards and processing of results/pass lists

All undergraduate Examination Boards will be held between 25 June 2018 and 16 July 2018. Final year undergraduate Boards will take place prior to 5 July 2018.

Pass lists for undergraduate final year students will be published by 6 July 2018

Graduation: 16 July 2018 to 20 July 2018

Reassessment Examinations: 13 August 2018 to 24 August 2018

(two week period will include examinations and course tests for undergraduate and postgraduate taught students)

Important please note:

1. If you are a **Postgraduate Taught Student** you are expected to be in attendance during the standard semester dates and during the dissertation element until the end of your course. You may also be required to undertake University assessments outside the semester during the Christmas and Easter vacations.
2. The dates for 2017/18 programmes which do not follow the Standard Academic Year can be found in the UEA Almanac [here](#). If you have any enquiries about this please contact your LTS Hub in the first instance.
3. Dates of subsequent Standard Academic Years can be found [here](#)

18 Appeals and Complaints

Academic appeals and academic complaints are covered by one set of regulations, which can be found [here](#):

Complaints that are non-academic in nature retain their own specific regulations which can be found [here](#).

Certain circumstances are best addressed through the Academic Appeals route and others through the submission of an Academic Complaint. The differences between these two routes and when each of them should be used are explained below. If you are uncertain which applies in your particular situation you should contact staff in your Hub who will be happy to ensure that you receive the right advice.

18.1 Submitting an Academic Appeal

The Academic Appeals Procedure is intended to allow UEA students formally to raise concerns about their academic results or circumstances relating to them. We take such concerns seriously at UEA and the Procedure is designed to enable a student's concerns to be considered fully and action taken to remedy the situation, where appropriate, in a timely manner.

The Academic Appeals Procedure comprises two parts: Stage One, in which a Faculty Panel considers the appeal and Stage Two, which a student may follow, if dissatisfied with the outcome of the Stage One appeal. Stage Two appeals are considered by the relevant Director of University Services and the Academic Director of Taught Programmes or Academic Director of Research Programmes as appropriate.

If you have a concern about a mark or assessment decision, you should first try to resolve the matter informally before beginning the formal Procedure. You can seek further advice or explanation from your lecturer, Module Organiser, Adviser or Senior Adviser, a supervisor, the School Director (Learning and Teaching), or the Learning and Teaching Service. You can also seek advice from the Dean of Students' Office and/or the Student Union's Advice Centre.

Under the Academic Appeals Procedure, you may be able to have coursework re-marked without having to pursue a formal Academic Appeal. If you are concerned about an academic result for a piece of assessed coursework that has been marked by a single teacher or examiner, you can apply via the Learning and Teaching Service for the work to be re-marked independently by a second teacher or examiner. Applications for a remark must be made to the Learning and Teaching Service preferably within 10 working days of the provisional result being issued to you. Whilst we will endeavour to deal with your request, it may not always be possible to have work re-marked if you delay applying until the period preceding the meeting of the Board of Examiners to confirm module results.

If you wish to make an appeal against a mark or assessment decision, you should ensure that you are familiar with the Academic Appeals Procedure before completing and submitting the Stage 1 Appeal Form. You may seek help in completing the form from the Student Union Advice Centre or Student Support Service.

18.2 Making a complaint

The University has complaints procedures for use by any student who wishes to make a complaint about matters which are the responsibility of the University. Complaints will be dealt with promptly and fairly with an appropriate remedy, if upheld, within the bounds of what it is reasonable and practicable for the University to provide.

The University procedures for dealing with complaints are published on the UEA Intranet as follows:

Non-academic complaints:

<https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+Non-Academic+Complaints+Procedure.pdf>

Academic complaints:

<https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+Academic+Appeals+and+Complaints+Procedure.pdf>

If you have a complaint you should, in the first instance, seek to resolve the matter informally by taking it up as quickly as possible with the person(s) who are most directly involved if at all practicable in an informal manner. This may involve contacting your Adviser/Supervisor, another member of the academic staff or other appropriate person.

If you remain dissatisfied following the process of informal resolution, you may take up your complaint formally through the appropriate Complaints Procedure. You may seek the advice of the Students' Union Advice Centre when making a complaint. You will not be disadvantaged if you make a complaint in good faith.

If you wish to make a complaint about the Students' Union you should consult the appropriate procedure below:

Complaints concerning the Students' Union: <https://www.uea.su>

19 Equality and Inclusion for Students

The University of East Anglia is a premier research and teaching university, the University's mission is to understand, empower and act, to enhance the lives of individuals and the prospects of communities in rapidly changing work. As a reflection of its mission, the University is proud of the increasing diversity of its campus communities and works with staff, students and organisations around Norwich and Norfolk, regionally and nationally to achieve its aim of being an inclusive place for study and work.

The University is committed to creating an atmosphere of learning that welcomes and values the diversity of its students and staff. Since November 2011 the University has been part of the Athena SWAN initiative working to further gender equality across all disciplines. We are holders of a Bronze institutional award and several School awards at both Bronze and Silver level. This work is just one part of our continuing work on a range of initiatives to ensure the campus is a fair place to study. The University has developed policy and practices to promote equality to ensure that no student

receives less favourable treatment on the grounds of sex, gender identity, marital status, race, colour, ethnic origin, age, sexual orientation, disability, religion or belief, pregnancy or maternity. We ask all students and staff to treat one another with respect and dignity throughout their time here.

If you have any concerns or queries related to equal opportunities you may seek advice from your Adviser, the Student Support Service (previously known as the Dean of Students' Office (DOS)), the Students' Union, and in the case of students with disabilities, your School's Disability Liaison Officer or the University's Disability Co-ordinator. You can also contact the Equality and Diversity Office by emailing equality@uea.ac.uk

The [Wellbeing Service](#), the [Multi-faith Centre](#) and the [University Medical Services](#) are also available to students requiring their help.

Further information on all matters concerning equality and diversity are shown on the [Equality and Diversity Office](#) web pages or the pages for the [Student Support Service](#).

20 Student Representation and Feedback

20.1 Student Charter

The Student Charter rests on the guiding principle that students are to be active partners in their own education and in the academic development of the University.

The Student Charter can be found [here](#).

If you wish to pursue an individual concern, you should do so through the mechanisms that exist in your School – through your Adviser, the Senior Adviser, the Staff-Student Liaison Committee or the Head of School. Beyond this, the University has a comprehensive set of procedures, for example, the Academic Appeals, Academic Complaints and Non-Academic Complaints procedures – which enable students to raise specific concerns without prejudice.

20.2 Staff/student liaison groups/committees

Each School has a staff/student liaison group or committee at which student representatives can raise issues of concern or seek information and guidance on matters related to their course or University experience.

20.3 Representation on School Board

Each School meets at least twice per annum under the constitution of the School Board. Each School Board will have student representation, and further details on the election process for student representatives will be made available to you at the start of the academic year. Being a student rep

gives an insight into how some of the UEA Teaching and Learning Committees work and how students' views are included in decision making.

20.4 Student evaluation of courses/modules

At various times during your UEA career you will be invited to give feedback on your experience of your course, your modules and your overall student experience through the completion of anonymous questionnaires. The information you provide is vital to the University. It plays an important part in the Quality Assurance process by enabling Academic Staff to take your views and experience into consideration when reviewing Modules and Courses as part of the annual Course and Module Update process, and enabling other University staff to do likewise in service areas. You are strongly encouraged to complete all questionnaires to help your School and the University overall to continually improve our level of provision for you.

20.5 The Union of UEA Students

All UEA students are automatically members of the Union of UEA Students and there are loads of ways for you to get involved. The UUEAS webpages can be found at:

<https://www.uea.su>