History
Programme Handbook
2012-13
School of Arts and Digital Industries
Welcome to the School of Arts and Digital Industries

**The School of Arts and Digital Industries** is a vibrant, creative community of students, staff, researchers and alumni. Our programmes cover a broad range of disciplines, from fashion, film, fine art and media to design, digital arts and communications, computer games development and animation, music, dance, theatre, and creative writing, cultural and heritage studies, literature and history, and journalism and advertising. Our staff and students produce exciting and groundbreaking work, supported by the resources of the University and the wider creative community of East London and beyond.

**Structure of the school**

The university is organised in schools, and schools are divided into fields. There are seven fields in the School of Arts and Digital Industries. The History programme is part of the Cultural Studies and Creative Industries field, along with related subject areas: English Literature, Creative and Professional Writing, Cultural Studies, Advertising, Journalism. The field leader is Stephen Maddison ([s.maddison@uel.ac.uk](mailto:s.maddison@uel.ac.uk)), who also teaches in Cultural Studies and English Literature.
About the programme

Welcome to the BA (honours) History degree at the University of East London. You are joining a lively, dynamic learning community, and we look forward to your contributions. Whether you’re studying History as single honours, or with another subject as part of a combined honours programme, we’re delighted to welcome you to our subject area. This handbook provides information about our degree and studying at UEL more generally.

Please join us on our facebook page for current and former students: ‘UEL History and Heritage Studies’.

Why study History?

History provides a broad-based education of the type that employers tend to favour. In addition to the knowledge of past and present societies, you will gain a range of crucial skills. Your strengths in critical thinking and reading, analysis and assessment of argument, writing and presentation, and organisation of time will all be developed. These skills are sought-after by a wide range of employers, and our graduates have proceeded to careers in publishing, tourism, the heritage industry, local government, the media and administration. History is a national curriculum subject and so provides you with opportunities in teaching at all levels. Entry to postgraduate programmes is encouraged; many of our graduates proceed to take masters degrees and professional qualifications.

The learning environment

The student population at UEL is diverse in terms of age, ethnicity, international links and social background. This creates an interesting and stimulating learning environment, to which students are encouraged to bring their own experiences. We provide an informed, supportive, respectful and open setting in which students can develop their own views on the basis of various perspectives, studies and debates. We are all on a first-name basis at UEL – please call us by our first names, and we’ll do the same.

Learning, teaching and assessment

Teaching usually takes place over three days of the week. There are nine to ten hours of timetabled classes each week, structured around a combination of lectures, seminars and workshops. Emphasis is placed on developing the skills to work both independently and as part of a group, whether in discussion or research. Assessments reflect this range of work and study. The programme sets high standards and offers support and guidance so that all students reach their potential.

Teaching methods vary across modules, years and subject areas. Some modules are taught in a combination of lectures and seminars, while others use whole-group teaching and workshops. Tutorials with academic staff supplement learning in the classroom, and independent learning is central to degree-level study. Every effort is made to make our teaching as varied and student-centered as possible in delivering the learning objectives of each module.

Lectures provide students with a concise overview of a topic and a model of how to think about a given subject – they guide study. Seminars are smaller, discussion-oriented groups where students can raise questions or points for discussion. In tutorials students
have the opportunity to discuss academic work directly with their tutor, either individually or in small groups. Workshops take a variety of forms, and focus on developing both critical thinking and the capacity to work in teams.

Modules are assessed in a number of ways, including essays, textual analyses, documentary analyses, research projects and group dissertations. Each form of assessment develops a particular set of skills that relate to our understanding of literature and expand our abilities to analyse and interpret literary texts. There is detailed information about assessment in the regulations section of this handbook.

**Attendance policy**

Students are expected to attend regularly. In line with the university’s attendance policy (outlined in detail in the regulations section of this handbook) any student whose attendance is below 75% on any module will be withdrawn. In order to be considered in attendance, students must attend all sections of a module: lectures, seminars, workshops.

**Lateness policy**

In response to student complaints about the disruption caused by latecomers, there is a lateness policy for all History modules. Classes begin promptly at the advertised starting time, and students are expected to be settled in their seats, with mobile phones turned off, at this time. Students who arrive up to fifteen minutes late may enter the room unobtrusively, taking care not to disrupt other students or staff. Students who arrive more than fifteen minutes late may not enter the room until the break. If there is no break, students must wait for seminars or workshops to begin before entering classrooms.

**Equal opportunities**

ADI staff and students are fully supportive of the Students’ Union and University’s equal opportunities policy. No student or member of staff should be disadvantaged on the grounds of race, class, ethnicity, age, gender, sexual orientation or disability. We agree that all members of the UEL community are entitled to be treated with courtesy according to these consensual norms of mutual respect and understanding.

**Study time and becoming an independent student**

One of the most challenging transitions from school, college or work to higher education is becoming an independent student. Degree students are responsible for organising their own learning, rather than being closely supervised and monitored most of the time. This freedom allows students to develop their own learning strategies and styles. It’s important to establish good practice from the beginning of the course: attendance, punctuality and independent study time are absolutely key to success on the degree. We’re happy to help with ideas about time management and organising independent learning!

The total of timetabled hours will vary from module to module. The norm is three to four hours per week over the course of the teaching period. Contact time – the time spent in classrooms with tutors – forms only a small part of the time required to successfully complete degree-level work. **A full time programme of study is accredited on the**
assumption that students are engaged in academic work for approximately 35 hours in each week of the semester. Class time (contact hours) accounts for only 9 to 10 hours – students are expected to spend at least 8 hours each week studying for each module: reading the set texts and background material, note-taking and preparation for assessed coursework. This includes research, writing drafts and revising for submission. Students who devote less time to their studies, who read only the set texts and write essays the night before the deadline do not achieve high marks.

Students are awarded credit for 200 study hours on each module in the programme (20 credits = 200 hours). In general terms students should plan to spend 10 to 12 hours on each module during each week for the semester. A typical breakdown for each module on a weekly basis might be:

- Attending lectures, seminars, tutorials and workshops – 3/4 hours
- Preparing for a seminar (completing an exercise, reading, thinking about pre-set questions) – 4 hours
- Gathering information for a forthcoming assignment (reading, accessing electronic databases, taking notes, evaluating sources) -- 4/5 hours

Weekly total = 12 hours per module

Opportunities

There are several opportunities available to History students at UEL. These include:

Getting involved in the Raphael Samuel History Centre (RSHC)

As a History student at UEL you are invited to become involved in the activities and events of the internationally renowned Raphael Samuel History Centre. Join the RSHC Facebook page, check its website - www.raphael-samuel.org.uk and email the RSHC administrator, Katy Petit: k.petit@uel.ac.uk to join the RSHC mailing list.

The RSHC is a partnership between the University of East London, Birkbeck College University of London, and Bishopsgate Institute in the City of London. It is a research and educational centre devoted to encouraging the widest possible participation in historical research and debate, and has a large programme of research, teaching, and public events. The RSHC works with universities, museums, libraries, and schools, to create new forums for historical education and discussion.

Here are some of the things the RSHC is currently doing:

- Debates on history and public policy
- Open archive workshops
- Schools-based history projects
- Research seminars on urban studies, feminist history and memory studies
- Heritage events
- Foundation courses in London history
MA course in History and Heritage
Annual Raphael Samuel memorial lecture

Raphael Samuel (1934-1996) was one of Britain's foremost historians. He was the founder of the History Workshop movement of the 1960s and 1970s, which aimed to make History relevant and accessible to everyone. A lifelong socialist and democrat, Raphael believed that History was 'too important just to be left to professional historians'.

Raphael Samuel left a large collection of research documents and other papers. These are now housed in the Raphael Samuel Archive at Bishopsgate Institute. The archive is available to researchers and teachers. For more details, see www.bishopsgate.org.uk/raphaelsamuel

Going on an international exchange – available in Semester B, Year 2
Studying abroad is a wonderful opportunity to experience another culture. UEL offers exchanges during the academic year and in various summer programmes. Students interested in pursuing an international exchange should speak with Cathy Blackford, programme leader, no later than the beginning of Semester A in Year 2. A good starting point is the International Department's webpages:

http://www.uel.ac.uk/international/study/exchanges.htm

Taking part in the Student Associate Scheme
UEL’s Student Associate Scheme is designed for aspiring teachers: students are placed in local schools in order to gain experience and meet educators. Students interested in applying for the Student Associate Scheme should begin here:

http://www.uel.ac.uk/education/teacher/sas.htm.

Undertaking a Research Internship
Internships are an excellent way to gain both work experience and broaden academic knowledge and expertise. A range of internships is offered across the university each year; look for the Humanities internships when these are announced in the spring of each year. The application process is competitive and requires an interview.
Structure of the History programme

‘Humanities opens our eyes to what life is principally about. It's about understanding yourself and having some resources to deal with everything life throws at you. It's about developing a moral compass and some understanding of how society works, how democracies work.’

James Freedman – President, Dartmouth

The History degree at UEL is a challenging and innovative programme. We take a broad view of the historical development of British society from the emergence of a distinct sense of national identity in the early modern period through to post-colonial decline in the 1970s. We locate British history in a global context, with a particular focus on its imperial past. However, we also look at the local, tracing the emergence and development of London as a modern city. Staff research specialisms also feed into the content of our programme in the form of special subject modules. Throughout the degree, we place issues of class, gender and ‘race’ at the centre of our investigations, drawing on a range of historical approaches to understand the past - social, political, cultural and intellectual. There are also opportunities to undertake independent research at levels 2 and 3, and make use of the world-class archives and museum collections a few miles from the university, as well as those based at UEL. In addition to compulsory History modules, there are also spaces to take options in other subject areas, such as International Politics, English Literature, Sociology and Cultural Studies.

The academic year is divided into two twelve week teaching semesters. Full time students study three modules per semester; part time students register for either one or two modules each semester. In each year there will be a mix of compulsory (core) modules and options.

Students may study History as a single honours degree or with another subject as part of a combined honours programme. Combined honours students can select either a major/minor or joint honours degree. For the major/minor, two thirds of coursework is in the major subject area and the remaining third in the minor subject area. Joint honours students split their studies evenly between two subject areas. The grids on the following pages outline the programme structure for single honours, major/minor and joint honours students, followed by brief descriptions of all core modules, including when the modules are available and how they are assessed.
# BA (honours) History – Year 1

## SINGLE HONOURS

<table>
<thead>
<tr>
<th>SEMESTER A</th>
<th>SEMESTER B</th>
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<tbody>
<tr>
<td>CC1300 Critical Approaches to Humanities (Tu AM)</td>
<td>CC1405 London, History and Heritage (Th PM)</td>
</tr>
<tr>
<td>CC1401 Patterns of Imperial History (Th PM)</td>
<td>CC1406 Britain in the Long 19\textsuperscript{th} Century (M AM)</td>
</tr>
<tr>
<td>CC1403 Making the Modern Self (M AM)</td>
<td>OPTION</td>
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</table>

*Students who begin their studies in Semester B must register for CC1000 (Critical Approaches to Cultural and Creative Studies), CC1302 and CC1304, selecting an approved option in Semester A.

### Semester A options:
- AI1206 The International Order (Tu PM)
- I1302 Politics, State and Society (F AM)
- MS1202 Early and Silent Cinema (Tu PM)

### Semester B options:
- AI1301 Political Philosophy 1 (F AM)
- CC1202 Cultural Politics (Th AM)
- CC1305 Approaches to Shakespeare (Tu PM)

## HISTORY MAJOR

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<tr>
<td>CC1401 Patterns of Imperial History (Th PM)</td>
<td>CC1406 Britain in the Long 19\textsuperscript{th} Century (M AM)</td>
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<tr>
<td>Core/option in minor subject area</td>
<td>Core/option in minor subject area</td>
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## JOINT HONOURS

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<thead>
<tr>
<th>SEMESTER A</th>
<th>SEMESTER B</th>
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<tbody>
<tr>
<td>CC1300 or equivalent module in joint subject area (Tu AM)*</td>
<td>CC1406 Britain in the Long 19\textsuperscript{th} Century (M AM)</td>
</tr>
<tr>
<td>CC1401 Patterns of Imperial History (Th PM)</td>
<td>CC1405 London, History and Heritage (Th PM)*</td>
</tr>
<tr>
<td>Core/option in joint subject area</td>
<td>Core/option in joint subject area</td>
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*Students on the Joint Honours programme may choose to take CC1300 or an equivalent module in their other subject area. If taking CC1300 their third module in semester A will come from their other subject area. If they do not take CC1300 they take CC1403 Making the Modern Self (M AM).

If students have taken two history modules in semester A they will take only one in semester B: CC1406 Britain in the Long 19\textsuperscript{th} Century (M AM). However, if students take only one History module in semester A, they will take two History modules in semester B: CC1406 Britain in the Long 19\textsuperscript{th} Century (M AM) and CC1405 London, History and Heritage (Th PM)

## HISTORY MINOR

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<thead>
<tr>
<th>SEMESTER A</th>
<th>SEMESTER B</th>
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<tbody>
<tr>
<td>CC1401 Patterns of Imperial History (Th PM)</td>
<td>CC1406 Britain in the Long 19\textsuperscript{th} Century (M AM)</td>
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BA (honours) History – Year 2

**SINGLE HONOURS**

<table>
<thead>
<tr>
<th>SEMESTER A</th>
<th>SEMESTER B</th>
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<tbody>
<tr>
<td>CC2402 Researching British Social History: 1918-51 (M PM)</td>
<td>CC2300 Culture, Power and Knowledge (F PM)</td>
</tr>
<tr>
<td>CC2405 Cultural Change/Cultural Anxiety: 1951-79 (F PM)</td>
<td>CC2406 Madness, Culture and History (M PM)</td>
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</tbody>
</table>

Recommended option

<table>
<thead>
<tr>
<th>Semester A options:</th>
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<tbody>
<tr>
<td>CC2302 Early Modern Literature (W AM)</td>
</tr>
<tr>
<td>CC2501 Understanding Culture and the Cultural Industries (W AM)</td>
</tr>
<tr>
<td>AI12301 Political Philosophy 2 (W AM)</td>
</tr>
<tr>
<td>MS2103 Youth Cultures (M AM)</td>
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<tr>
<td>VT2003 Pattern and Ornament M AM</td>
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<table>
<thead>
<tr>
<th>Semester B options:</th>
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<tbody>
<tr>
<td>AI2309 Social Movements in the Radical 20th Century (M AM)</td>
</tr>
<tr>
<td>CC2304 19th Century English Literature (Th AM)</td>
</tr>
<tr>
<td>CC2307 Literatures of Slavery (Tu PM)</td>
</tr>
<tr>
<td>IS3221 Biography, Politics and Society Th PM</td>
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</tbody>
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NB students may select one university-wide option per year in Years 2 and 3

**HISTORY MAJOR**

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<tr>
<th>SEMESTER A</th>
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<tbody>
<tr>
<td>CC2402 Researching British Social History: 1918-51 (M PM)</td>
<td>CC2000 Culture and Work (F PM)</td>
</tr>
<tr>
<td>CC2405 Cultural Change/Cultural Anxiety: 1951-79 (F PM)</td>
<td>CC2406 Madness, Culture and History (M PM)</td>
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<td>CC2406 Madness, Culture and History (M PM)</td>
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</table>

**Option or core modules in joint subject area**

Joint Honours students may choose CC2300 or an equivalent module in their other subject area.

If taking CC2300 the level 2 programme will look as follows: semester A: CC2405; semester B: CC2300 and CC2406.

If *not* taking CC2300 the level 2 programme will look as follows: semester A: CC2405 and CC2402 Researching British Social History (M PM) or a recommended option; semester B: CC2406.

**HISTORY MINOR**

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<tbody>
<tr>
<td>CC2405 Cultural Change/ Cultural Anxiety: 1951-79 (F PM)</td>
<td>CC2406 Madness, Culture and History (M PM)</td>
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</table>
### BA (honours) History – Year 3

#### SINGLE HONOURS

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<thead>
<tr>
<th>SEMESTER A</th>
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<tbody>
<tr>
<td>CC3000 Dissertation (M AM)</td>
<td>CC3000 Dissertation</td>
</tr>
<tr>
<td>CC3404 Memory and History (W AM)</td>
<td>CC3403 Conflict and Change in an Extremes (Tu PM)</td>
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<tr>
<td>OPTION</td>
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**Recommended option:**
- AI3303 Welfare, Warfare, Citizenship (M PM)
- CC2301 Modern Times: Modernity and Postmodernity (Th AM)
- CC3301 Modernity, Literature and Culture (Tu AM)

**Recommended option:**
- AI3304 Women, Politics and Power (Tu AM)
- AI3111 Political Religion (M PM)
- MS3104 Exploring Working Class Culture (MW AM)
- CC3307 The Mediterranean World (M AM)

#### HISTORY MAJOR

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<tr>
<td>CC3000 Dissertation (M AM)</td>
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<tr>
<td>CC3404 Memory and History (W AM)</td>
<td>CC3403 Conflict and Change (Tu PM)</td>
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<tr>
<td>Core/option in minor subject area</td>
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#### JOINT HONOURS

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<tr>
<td>CC3404 Memory and History (W AM)</td>
<td>CC3403 Conflict and Change (Tu PM)</td>
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Students who opt to research and write their dissertation in History should register for CC3000. If the dissertation is in the other subject area, students must choose one of the recommended options.

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<td>CC3403 Conflict and Change (Tu PM)</td>
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#### Core modules for the History programme

**Year 1**

**CC1300 Critical Approaches to the Humanities (A)**
This interdisciplinary module introduces some of the key concepts that students will study in more depth throughout their degrees: nation, class, gender and power. We situate these historically, in order to make sense of how our understanding and experience of them has changed over time. We also examine the emergence of English Literature, History and Cultural Studies as academic subjects, and the connections between these areas of study.

**CC1401 Patterns of Imperial History (A)**
This module looks at the main features of European imperialism, charting the rise and fall of the British Empire from its origins in the 17th century through to decolonisation after the Second World War. The emergence of this global empire is set in the context of the growing economic and political power of ‘the west’. Case studies include Britain’s
role in the Atlantic slave trade, the encounter with indigenous peoples in colonised areas, the importance of India in Britain’s ‘second empire’ and the ‘scramble for Africa’.

**CC1403 Making the Modern Self (A)**
This module explores the changing experience of western selfhood, incorporating literary and historical texts to illustrate how thinking about the self has developed and changed from the mid-17th to the 20th century. Students read a variety of texts, including autobiographies, diaries, letters, novels and poetry. We look at ideas around the self in relation to religion, the soul, the unconscious, gender, race, sexuality and class.

**CC1405 London, History and Heritage (B)**
This module gives a broad overview of the historical and cultural geography of London from the 16th century to the present day, examining how the city developed from a relatively small capital to a world city. Topics include how the city has been mapped, visualised and represented, and how distinctive city cultures changed and developed including entertainment, criminal and underground cultures.

**CC1406 Britain in the Long 19th Century (B)**
This module looks at key themes in British social and political history from 1780-1918, including industrialisation, democratisation and imperialism. It considers the development of British social and political life in relation to issues of class, gender and empire.

**Year 2**

**CC2402 Researching British Social History, 1918-51 (A)**
The module is designed to help students develop historical research skills in preparation for the dissertation at level 3. It will include use of primary source materials: printed, oral and visual; undertaking a literature review; generating research questions; building an argument; and using historical archives. Topics covered include depression and unemployment, the home front in WW2, ‘alternative’ culture, pacifism and childhood experience, and housing, health, the welfare state.

**CC2405 Cultural Change/Cultural Anxiety: Britain 1951-79 (A)**
This module explores key developments in British society from 1951-79, developing an understanding of the relationship between cultural change and cultural anxiety through analysis of a range of primary and secondary sources, including fiction and film. Topics include the end of empire, boom and decline: the British economy, immigration and race relations, and ‘sexual revolution’.

**CC2406 Madness, Culture and History (B)**
Focusing on the history of madness in Britain since the 17th century, this module explores the ways madness has been understood and treated in different periods. Topics include madness and religion: early modern concepts of insanity; the history of the asylum; madness, gender, sexuality; madness and the self.

**Year 3**

**CC3000 Dissertation**
Running across both semesters of the third year, this module allows students to plan, develop and realise an independent research project, working with the support of a member of staff. The dissertation is an opportunity for students to research an area of interest, and demonstrate graduate skills in critical thinking and analysis, organisation and independent work.
CC3403 Conflict and Change in an Age of Extremes (B)
This module looks at key themes and developments in 20th century European history. These include the cultural and imperial legacies of World War One and recovery and end of empire to new world order.

CC3404 Memory and History (A)
The module expands historiographical debates about representation, truth and memory encountered earlier in the degree. It considers issues of memory and commemoration in relation to major events in recent history. It also reflects on the ways historical events are represented in the public sphere, particularly in relation to the politics of heritage.
Who we are, what we do and where to find us

Our programme draws on the knowledge, expertise and interests of a committed team. All members of academic staff are available to see students during regularly scheduled office hours throughout the semester. Check notices on staff office doors for details of times.

Dr Cathy Blackford is the History programme leader. She teaches a range of modules across the History and English Literature programmes, with a particular focus on issues of empire, ‘race’ and gender. Cathy’s modules include CC1401, CC1403, CC2405, CC2304, CC2307 and CC3307.

Room EB2.39 (East Building, second floor); c.m.a.blackford@uel.ac.uk
Internal phone x2764; External phone 0208 223 2764

Dr Toby Butler has research interests in 20th century history, in particular the fields of public history, digital heritage, cultural geography, oral history and museum studies. He teaches on CC1405, CC1406, CC2402 and CC3404. Toby is also programme leader for our MA Heritage Studies: Place, Memory and History.

Room EB2.38 (East Building, second floor); t.butler@uel.ac.uk
Internal phone x7893; External phone 020 8223 7893

Dr Kate Hodgkin teaches on the History and English Literature programmes. In each subject area, she researches gender, subjectivity and identity in the early modern period, particularly in relation to writing, religion and madness. Kate teaches on CC1403, CC2000, CC2406 and CC3404.

Room EB2.35 (East Building, second floor); k.hodgkin@uel.ac.uk
Internal phone x 2934; External phone 020 8223 2934

Dr Rosi Carr’s research focuses on gender and enlightenment in 18th century Scotland. She teaches on History modules across the programme, including CC1300, CC1406, CC2300 and CC3403.

Room EB2.19 (East Building, second floor); r.j.carr@uel.ac.uk
Internal phone x7831; External phone 0208 223 7831

Dr Marianne Wells is Programme Leader in English Literature with research interests in representations of gender and national identity in 20th and 21st century US and British drama, literature and film. She teaches on a number of interdisciplinary modules in the History programme, CC1300, CC2307 and CC3307.

Room EB1.33 (East Building, first floor); m.wells@uel.ac.uk
Internal phone x2540; External phone 0208 223 2540

Programme administrator: Tracey Leader t.leader@uel.ac.uk
Internal phone x7454; External phone 020 8223 7454
History programme aims and learning outcomes

History is not a vocational degree, but the skills the programme develops serve students well in a wide range of potential careers and professions. The ability to think critically and communicate clearly is an essential component of any graduate-level job. The programme is designed to provide the opportunity to:

- Understand the broad contours of historical change in Britain from its ascension to world power in the early modern period to its imperial decline in the post-war period
- Situate British history within a global context
- Acquire a deeper understanding of the relationship between past and present by learning to critically evaluate historical evidence in the light of present knowledge
- Acquire research skills and apply them in coursework and independent research projects

These programme aims are connected to the learning outcomes students can expect on the degree:

Knowledge

- reflect on relationship between past and present
- evaluate evidence from past societies to ascertain truth-value of historical claims
- understand and assess current historiographical debates

Thinking skills

- Critical interpretation of evidence
- Synthesise and analyse knowledge gained from secondary reading
- Evaluate historically-based arguments

Subject-Based Practical skills

- interpret qualitative and quantitative information
- use research databases
- present ideas coherently and persuasively

Skills for life and work (general skills)

- communicate in an informed, cogent and confident manner - in writing, in speech, in professional presentation
- independently organise and manage a workload effectively
- work productively as part of a team
## Student Academic Calendar for 2012/2013

- **Easter Monday = 1st April 2013**
- **Paralympic Closes = 9th Sept 2012**
- **Olympic Village Closes = 16 Sept 2012**

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<tr>
<th>Week Start</th>
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<th>Event</th>
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<tbody>
<tr>
<td>17-Sep-12</td>
<td>1</td>
<td>INDUCTION</td>
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<tr>
<td>24-Sep-12</td>
<td>2</td>
<td>TEACHING</td>
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<td>01-Oct-12</td>
<td>3</td>
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<td>08-Oct-12</td>
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<tr>
<td>15-Oct-12</td>
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### Where Do I Go?

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>General enquiries</td>
<td>Student Services Helpdesk</td>
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</tbody>
</table>
| Funding, emergency loans, bursaries, money advice | Docklands: NB2.06 (North Building, 2nd floor) 020 8223 7611 9.15am – 4.45pm  
          | Stratford: 020 8223 4027 9.15am – 4.45pm                |
| Child care                                   | Early Years Centre 020 8223 2663  
          | Childrens.garden@uel.ac.uk                               |
| Dyslexia and disabilities, including mental health | Disability, Dyslexia and Access Centre 020 8223 4440/7611  
          | ddac@uel.ac.uk                                            |
| Letters, council tax exemption certificates  | UEL Direct  
          | Letters can be ordered via UEL Direct – in emergency situations, contact Student Services Helpdesk (proof of emergency required) |
| Student discount travel                      | Transport for London  
          | www.tfl.gov.uk  
          | Student Oyster cards can be ordered online: photocard.tfl.gov.uk |
| Needs assessments                            | Regional Access Centre 020 8223 4118/4127  
          | disability@uel.ac.uk                                     |
| Health issues                                | Student Health and Wellbeing Team 020 8223 7611/4440  
          | wellbeing@uel.ac.uk                                      |
USEFUL WEB PAGES

Academic Appeals:

http://www.uel.ac.uk/qa/qualityass_appeals.htm

Academic Integrity Policy

http://www.uel.ac.uk/qa/manual/policies.htm

Accreditation of Experiential Learning: http://www.uel.ac.uk/apel/index_ways.htm

Assessment policy:

http://www.uel.ac.uk/qa/AssessmentPolicy.htm

Attendance policy:

http://www.uel.ac.uk/qa/documents/attendancestudentguidelinesprogrammehandbook.doc

Careers:

http://www.uel.ac.uk/employability
Complaints Procedure:
http://www.uel.ac.uk/qa/qualityass_complain.htm

Computer based training for Word: http://www.uel.ac.uk/it/training/index.htm

Counselling:
http://www.uel.ac.uk/counselling

Disability support:
http://www.uel.ac.uk/disability/index.htm

Employability at UEL:
http://www.uel.ac.uk/employability/index.htm

Equality and Diversity Policy:
http://www.uel.ac.uk/hrservices/EqualityDiversity_Policy.htm

Extenuating Circumstances: (for information only as it relates solely to arrangements at UEL not at a collaborating partner institution)
http://www.uel.ac.uk/qa/extenuation.htm

Learning Teaching and Assessment Strategy 2006-09
http://www.uel.ac.uk/internal/l_and_t_strat/index.htm

Library and Learning Services
http://www.uel.ac.uk/lss/index.htm

Manual of General Regulations
Programme Specification:
http://www.uel.ac.uk/courses/index.htm

Referencing guidelines:
http://www.uel.ac.uk/lls/support/harvard.htm

Skills Curriculum:
http://www.uel.ac.uk/qa/skills.htm

Skillzone:
http://www.uel.ac.uk/skillzone

Student Charter:
http://www.uel.ac.uk/studentcharter/

Student Services:
http://www.uel.ac.uk/studentservices/index.htm

Student Information
http://www.uel.ac.uk/students

Suitability Procedures
UEL Library information

http://www.uel.ac.uk/lls/

∙ The library is open 24/7 during term time and is staffed from 9am to 9pm during the week and from 12pm to 5pm at weekends.

http://www.uel.ac.uk/lls/about/openinghours/

∙ Self service facilities are available to borrow and return items and to pick up reservations.

∙ There are pcs and photocopiers in the library as well as areas for group study and two silent study rooms.

∙ Students can borrowed up to fifteen books which will be automatically renewed as long as they are not reserved.

∙ There is an extensive collection of online resources including ebooks, subject specific databases and online journals which can be accessed off campus. Students must log in with an Athens password which will be automatically emailed to their UEL email account at the beginning of the Semester.

http://www.uel.ac.uk/lls/services/artdesign/

∙ An Interlibrary Loan Service is available to provide books and articles which are not part of the UEL collection.

∙ Students can also access other universities libraries using the SCONUL Access Scheme http://www.access.sconul.ac.uk/

∙ Cath Johnson, the ADI Subject Librarian, provides inductions, research sessions and one to one appointments.

http://www.uel.ac.uk/lls/services/subjectlist/

Online chat is also available.

http://www.uel.ac.uk/lls/support/askalibrarian/

UEL ONLINE

How to Use UEL Direct
**UEL Direct** is used increasingly as the principal and preferred means of communicating with the student community. Details of assessment deadlines, re-assessment requirements, and exam results are now all routinely published via **UEL Direct**. You can use **UEL Direct** to:

- check which modules you are registered for in student records (DELTA)
- update your address and contact details in DELTA
- view module results (end of semester only)
- access re-assessment requirements
- access your e-mails
- link to other online services such as UEL+ and the Learning Support Services web pages.

### Accessing UEL Direct

Using an internet browser, follow these steps to access UEL Direct:

- Go to the UEL home page: [www.uel.ac.uk](http://www.uel.ac.uk)
- Click on the 'UEL Direct link' - it is on the left of the screen. Enter your login ID (this is your full 7 digit student number prefixed by the letter 'u' – for example, u0123456). Enter your password. Your initial password is your date of birth in the form dd-mmm-yy (so, 01-apr-81 for 1st April 1981)

### Student contact details

From time to time the university will need to communicate with its students, in writing or by telephone. It is vital therefore that students inform us of any changes to their contact details. The easiest way to update contact details is through UEL Direct. It is **the student's responsibility** to ensure contact details are accurate and current. The university cannot be held responsible for problems created by students' failure to do so.

Please note however that our primary email contact will always be the university email account. Students must ensure that they are able to receive emails by regularly maintaining their accounts.

### The student experience

There are a number of ways in which students can provide input about their experiences at UEL. Among these are:

#### Programme committees

Programme committees provide a formal structure for student participation and feedback on their programme of study. Programme representatives are selected by students at the start of each year. Student reps are expected to attend a programme committee meeting each semester. UELSU provide training and support for programme representatives.

#### Module feedback
Students have the opportunity to provide feedback at the end of each module, using the module evaluation form. All feedback is anonymous. Tutors are required to address student feedback as part of the overall module evaluation for external examiners.

**UEL Student Satisfaction Survey and the National Student Survey**

UEL strongly encourages participation in formal national level evaluative surveys. The National Student Survey (NSS) is targeted mostly at final year undergraduates in England, Wales and Northern Ireland and participating Higher Education Institutions in Scotland. The NSS is managed by IPSOS MORI and the results are publicly available on the UNISTATS website.

http://www.unistats.com/

We depend on you to complete this survey. It provides important insight into your experience here, and provides data used to assist in ranking the university in externally produced guides to the overall status of UEL.

**The UEL Student Satisfaction Survey (SSS)**

The UEL Student Satisfaction Survey (SSS) is targeted at first and second year undergraduate and taught masters’ students, the survey is available in online and paper form and was reduced in size in 2008, with questions aligning more closely to the National Student Survey. The SSS is managed by Quality Assurance and Enhancement and an external market research company.

Results from both surveys are provided in a detailed report which is discussed by the University Management Team and Academic Board, and copies are sent to Schools and Services for consideration in the annual planning process. Results are also considered as part of our Review and Enhancement Process and a commentary on issues raised by students together with an action plan are provided at programme level (as appropriate), field and at school overview level. Students are informed of resulting actions through an annual newsletter Your Views Count.

More information is available via...

http://www.uel.ac.uk/qa/StudentSatisfactionSurvey.htm
http://www.uel.ac.uk/studentcharter/index.htm

**Student support at UEL**

**Personal tutors**

Each student in History is assigned a personal tutor. Personal tutors are members of academic staff trained to provide tailored academic advice and counsel. If you are experiencing difficulties with your programme, you should discuss these problems with your personal tutor or the programme leader at the earliest opportunity. Most issues can be addressed if we know you need our help.

If you are having personal problems that may be adversely affecting your studies, your personal tutor will be able to offer guidance as to how to best to address whatever the problem might be. All discussions between students and tutors are entirely confidential. Their advice may involve referring you to specialist sources of counsel and support, if appropriate.
You will be assigned your personal tutor at the start of the course. This information will also be available on UEL Direct. Your personal tutor will invite you to come and meet during the first weeks of the semester.

**Student Enquiries Desk**

The Student Enquiry Desk (SED) for the School of Arts and Digital Industries is located in the Atrium by the blue stairwell in the East Building. Alongside module staff teams and personal tutors, the SED is usually the first point of contact for students when they are making general enquiries about their studies.

SED staff will often be able to answer general enquiries about programme-related matters (timetables, change of pathways, submitting assignments, confirming academic staff office hours) or they may, depending on the nature of the enquiry, find it necessary to refer you onto another department within the university.

**Opening Hours for the Student Enquiry Desk:**
- 10.00 am – 4.00 pm during semester
- 10.00 am – 12.00 pm & 2.00 – 4.00 pm during vacations

**UEL's Students’ Union**

The University of East London Students Union (sometimes just called 'The Students' Union' or UELSU) is an autonomous body that's formed to help you to get the most out of your degree and university life here at the University of East London. This can be an important source for information, representation of your views, support and entertainment. **Please also make use of The Essential Guide to UEL at:**

http://www.uel.ac.uk/essguide/

**Student support and services: further information**

UEL aims to provide a range of high-quality student services, which offer advice, information, financial help, counseling, services for people with a disability or dyslexia, recreational opportunities, careers guidance, health services and childcare support throughout the period of your studies. Further information can be found through UEL student services, the UEL website and the UEL student union. Student Services is your first point of contact for all non-academic based queries. They provide a wide range of services which are geared at providing support to you throughout your stay in university: www.uel.ac.uk/studentservices

**Student Services Helpdesk Team**, in most cases the first point of contact, are located on both campuses and can provide advice and guidance around all issues related to your studies. They authorise payment schedules for student loans and outside enrolment periods they issue student ID cards. They also authorise London Transport (Oyster Card) and British Rail discount forms and can give directions on
how some of these can be done online. There’s also a basic payment facility available at
Stratford Student Service Helpdesk. Further information can be found on:
http://www.uel.ac.uk/studentservices/helpdesk/index.htm

Disability, Dyslexia and Access Centre provides assistance, advice and assessment of
students who have or might require additional needs. Support available includes help in
applying to the local authority for a Disabled Students Allowance, a dyslexia screening
service and exam modifications/additional arrangements for assessment and marking. We
work with all disabilities and also have a Mental Health Coordinator. Further information
can be found on: http://www.uel.ac.uk/disability/index.htm

Disabilities and dyslexia

You can expect us to:

- offer advice during admissions, first semester and throughout your time at UEL on
  the services, financial support and equipment available to help with your studies.
  This can be done via email, fax, over the telephone or in person;
- provide a confidential environment for you to discuss your needs with a
  knowledgeable member of staff;
- provide help from disability advisors throughout the year on both campuses
  regardless of disability. Our core hours are Monday - Friday, 9 - 5pm but we also
  offer drop in times and flexible days starting from 8am until 8pm;
- help you to apply for allowances from the local education authority that you may
  be eligible for, and give you information about the support and equipment that
  these allowances may pay for;
- provide up to date information on services and support available for students with
  disabilities from the Disability and Dyslexia Unit, UEL community and relevant
  outside agencies;
- be a service led by you the student. Regular feedback will be obtained about our
  service through focus groups, questionnaires, comment boxes, emails and our
  website: www.uel.ac.uk/disability;

We expect you to:

- arrange to discuss your particular needs us as soon as possible - ideally before
  you join us;
- ensure that you show up for appointments with our specialists such as
  educational psychologists, tutors, advisors and assessors;
- tell us if your needs change;
- take responsibility for your own studying. If you find that you are struggling, then it
  is your responsibility to come to us before it is too late;
- if you are dyslexic, remember to attach your dyslexia certificate to all
  assignments, essays, tests and exams
Counselling services are where students can access confidential and professional advice on any personal matters or problems that may be affecting them and interfering with their studies. Further information can be found on: 
http://www.uel.ac.uk/studentservices/supportingyou/counselling.htm

The Student Health and Wellbeing Team offers a wide range of advice and information on how to lead a healthy life while at UEL. This includes several clinics on sexual health/family planning, immunisations, alcohol and drugs awareness, a smoking cessation programme and weight management programme. Each centre offers the service of a specialised health advisor, and you can also get information on how to register with a GP and the NHS. You can also get condoms, pregnancy testing and emergency contraception at our centres. Further information can be found: 
http://www.uel.ac.uk/studentservices/supportingyou/health.htm

Our Student Money Advice and Rights (SMART) team provides advice, information and guidance on government and university funding. They offer both an appointment and a drop in service where you can see one of our friendly advisors to discuss issues to do with financial help. Further information can be found on: 
http://www.uel.ac.uk/studentservices/moneymatters/index.htm

Please note that the SMART team and the credit control team (who are often referred to as finance) are not the same entity – the credit control team deal with financial matters such as collection of monies owed. Credit control do not offer advice about student finance; for advice, contact SMART (020 8223 6200).

The Early Years Centre and Children’s Garden, based at the Docklands campus, provides childcare facilities for 49 children aged 3 to 6. You can choose to enrol your child on a full time or sessional basis. Further information can be found on: 
http://www.uel.ac.uk/studentservices/supportingyou/nursery.htm

English language support

There are a number of support systems designed to assist with improving writing and other academic skills. These include referrals from your tutors on skills modules and dedicated language-based work for international and domestic students.

The Writing Centre

The School of Arts and Digital Industries is home to the Writing Centre, which offers writing support and is the location of our Royal Literary Fund Fellows and specialist tutors who are available throughout the week, each semester. The Centre is located in WB.1.16 on the first floor of the West Building (use the MPC entrance) and is the focal point for the school’s writing events and activities, which include:

- General support and advice for creative writing
• Individual tutorials and group workshops to help with academic writing, whatever your individual needs may be: essay and dissertation structuring, grammar, punctuation, critical thinking

• Information, contacts, and guidance

• Literary events, such as open mic student readings at MayFest, or guest speakers

• Literary e-zine **UNBOUND**, where you can be published or get involved with editorial process

Contact The Writing Centre for:

• advice and specific help with writing for academic, professional or creative purposes

• information about studying Creative Writing, Professional Writing, Journalism, or academic writing

• a tutor has suggested additional help with writing is needed

*Email: writingcentre@uel.ac.uk*

**English Language Centre**

UEL’s English Language Centre provides additional support for students. More information is available via the ELC webpages: [http://www.uel.ac.uk/elc](http://www.uel.ac.uk/elc)

**Multimedia Production Centre**

Students following programmes with a production component will be taught and work independently in the Multimedia Production Centre (MPC). The MPC is fully equipped with digital facilities, including: Apple and PC labs, a TV studio, control room and edit suites, a recording studio, radio station and edit suites, photography and dark room facilities, and an AV (tape-slide) studio. All facilities are digitally interconnected, facilitating cross-platform production. For more information visit [http://mpc.uel.ac.uk/](http://mpc.uel.ac.uk/).

**Security**

*Emergencies only - All Campuses - Tel: ext. 7771 (24 hrs)*

At the University of East London we have a dedicated security team to help maintain a safe and secure environment for students, staff and visitors.

What we provide

• Physical premises security.
• Patrol officers.
- Operation of CCTV system.
- Key control.
- Lost/found property.
- Incident/theft reporting and investigation.
- Parking control information

Contacts

General security enquiries (Including reporting thefts, lost property etc.)

- Docklands Campus - Tel: ext. 5599 - E-mail: secudl@uel.ac.uk
- Stratford Campus - Tel: ext. 4073 - E-mail: secuwh@uel.ac.uk
- Duncan House - Tel: ext. 3399 - E-mail: secudh@uel.ac.uk

Emergencies only - All Campuses - Tel: ext. 7771 (24 hrs)

Service standards

- We will maintain a visible security presence on campus to prevent and detect crime.
- We will monitor and control access to the premises.
- We will provide a response to all reported security related incidents within a reasonable time frame.
- We will be contactable by telephone during core hours for general security enquiries and at all times for emergencies.
- We will monitor campus CCTV and alarms at all times.

We will aim to provide appropriate advice where possible on all security matters

Student rights and responsibilities

Effective learning and teaching depends on the attitude and behaviour of students while in class and before class begins. Failure to prepare for a class – to complete the essential reading, for example, prior to the lecture – naturally puts students at a disadvantage, making it more difficult to follow along and to participate. Failure to prepare is also a discourtesy to peers.

The UEL Student Charter outlines student rights and responsibilities:

We aim to give you high-quality teaching and support for your learning that leads to academic success and employment or opportunities for further study.

You can expect that we will:

- use a balanced range of teaching and learning approaches which will suit your aims, needs and experience, and which is appropriate to the programme;
- at the start of each module, give you information in module guides on learning outcomes and teaching and assessment methods;
- have lecturers, tutors and support staff who set and meet high professional standards and who are knowledgeable, competent and well qualified in their subject;
• maintain well-managed and coordinated learning programmes and support services;
• provide a clean, safe and appropriately-equipped learning environment;
• maintain and improve high standards of teaching by putting our learning, teaching and assessment strategies into practice;
• postpone, reschedule or cancel classes only in exceptional circumstances;
• normally provide at least seven days, notice if we need to change teaching and assessment timetable arrangements;
• display on your main school notice board and UEL+, if appropriate, up-to-date information on any matters that affect your timetable or classes before 9 am each morning;
• provide a schedule of module assessments deadlines at the start of the semester;
• provide two months, notice of exam timetables for written assessments;
• provide scheduled support and guidance if you are on a work placement;
• provide regular scheduled contact with named academic staff, to review and provide feedback on your achievements and help plan your progress;
• provide scheduled regular contact and support if you are taking flexible learning and part-time programmes; and
• talk to students with disabilities or dyslexia to find out if they have any study support needs we must meet so they can have full access to teaching, learning and assessment.

We will expect you to:

• have a professional and responsible attitude, go to all timetabled classes on time and let your school know if you cannot attend;
• work hard on your coursework and ask for advice and help if you are having difficulties with your academic work or any other problems that may affect that work;
• hand in coursework on time to the named receiving officer;
• tell us about any disabilities you have that you need study support for so you can have full access to teaching, learning and assessment;
• make the most of our facilities, such as the Learning Resource Centres, Skillszone and student support services;
• take part positively in your learning and let us know if you need help;
• help us improve what we offer by using the opportunities provided for you to have your say and assess what we do;
• behave appropriately and not disrupt other students by using mobile phones, eating in class, dropping litter and so on;

• help us keep our community safe and secure by keeping to our policies on health and safety and security (including carrying ID cards);

• talk to your personal tutor if you are unhappy with your programme choice and work with them to move you to a more appropriate programme; and

• avoid taking breaks during semesters as this can disrupt your studies. If you want a break in your studies, you must agree this with your programme leader

Consequently, in addition to the above, in the School of Arts and Digital Industries:

• Use of mobile phones during lectures, seminars or workshops is not permitted. Should a student use a phone during class time s/he will be asked to leave immediately;

• Lateness is disruptive and discourteous. If arriving more than fifteen minutes after the advertised start time students will be required to wait until the first break before joining the class;

• Persistent disruption may result in expulsion from the classroom. Other penalties may follow depending on the circumstance.

REGULATIONS

Attendance

All students are expected to attend regularly, and attendance in both lectures and seminars/workshops is monitored carefully. We are required by the government to report student attendance. Attendance is closely linked to achievement and progression, so we take it seriously.

You have made a commitment to work towards achieving academic success by enrolling on your programme and registering on your modules. We know, as you do, that in order to achieve ultimate success in your studies it is important that you participate in, and engage fully with, all your scheduled activities such as lectures, workshops and seminars. We therefore regard attendance as essential, as we are sure you do.

Recording attendance

The government requires us to keep records of your attendance. You must be present at lectures, seminars and workshops to be considered in attendance. You must ensure that you can demonstrate your attendance through this recording process: it is your responsibility to swipe cards to verify attendance.

If you cannot attend
If you are unable to attend classes or other required activities for any reason you must inform the module leader as soon as possible. You should also contact the ADI school administrative office, who will communicate this information to your module leader.

**Attendance policy**

*Students who are absent from classes or other required activities on three consecutive occasions and/or whose attendance falls below 75% at any time without an independently verifiable cause will be de-registered from the module. They will have a right of appeal to a panel comprising two members of staff of the relevant School and one student. Students who are de-registered from two modules in one semester may be withdrawn from UEL.*

*Please note that authorized absences can only be granted for family bereavements or religious holidays. If health or other issues mean you cannot attend regularly, please discuss this with either the module leader or your personal tutor, so that a manageable plan of study can be implemented.*

If you attend regularly

If you attend regularly you will get the most out of your studies, you will maximise your chances of success, and you will find the relationships you build in your classes support you in your achievement.

**Submitting Coursework**

For all modules in the School of Arts and Digital Industries you will be required to submit coursework assignments no later than the published due date given in module guides.

In accordance with UEL's environmental sustainability policy and commitment, only copy of every piece of coursework should be submitted. This should be printed double sided (printed on both sides of every sheet of paper) and will contribute substantially to saving paper, energy and resources. Here it is important to note the importance of saving electronic copies of work in case these need to be reproduced at a later date.

Assignments will not be accepted after the published deadline dates – unless governed by extenuating circumstances.

If work is not handed in at all or if, by missing the deadline, it is deemed to have been handed in late, a mark of zero (and non-submission) will be recorded for the submission in question.

When handing in an assignment students must complete Section 1 of the appropriate coversheet, attaching it to your work; these are available in the Student Enquiries office where work is submitted.

The Student Enquiries office closes at 4pm; students are advised to allow adequate time to print their work and submit it well in advance of closing time. The date of submission of all assignments is recorded and receipted for each piece of work handed-in (manually and electronically).

Students may send in coursework by post (but if doing so we strongly recommend Recorded Delivery). It is the student’s responsibility to ensure that coursework reaches the Student Enquiries Desk in HSS on time: before 4.00pm on the due date. We do not
accept responsibility for postal or other unforeseen delays. If work arrives by mail after
the deadline, it will be recorded as a non-submission.

On occasion you may be required to submit coursework in an electronic format, in
addition to hard copy. Generally, however, the SED is not empowered to accept or
receipt coursework submitted solely in an electronic format. Any exceptions to this
general will be explicitly detailed in the relevant module guide and the module leader will
give the SED prior notice of these exceptional conditions.

**English Literature coursework cannot be submitted electronically.**

**Only staff in the Student Enquiries office can accept coursework – academic staff
will not accept assignments handed in to them directly or by any other means.**

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**Assessment**

Assessment is the formal ratification of marks and decisions on student performance in
individual modules and overall profile. The purposes of assessment are twofold. Most
important, it provides students with ‘hard’ feedback – evidence of how they are
performing. It also permits staff to determine whether students have reached the
necessary standard for continuation on an honours degree programme. From the
beginning of the second year, assessment contributes towards the final degree
classification. Students are only eligible for assessment on a module if registered on the
module. Schools should ensure that students have ready access to their module
registration data and that students are aware of the means of access. (It is the
responsibility of the student to ensure that the record of registration is accurate and
notify Schools of any inaccuracies).

Note: Students are required to familiarise themselves with the guidelines on conduct for
examinations and conduct themselves in the appropriate manner

UEL aims to provide high quality, fair, thorough and clear assessment procedures and
practice, as outlined below.

**You can expect us to:**

- provide conditions for assessment in each module, including how we will mark it,
  the standard you must reach and information on the type of feedback you can
  expect;
- give you information on what will happen if you hand in work late, and how we deal
  with plagiarism (copying other people’s work) and other examples of cheating;
make sure that students with disabilities and dyslexia are not disadvantaged by providing appropriate changes to assessments;
provide a receipt for any piece of work you hand in for assessment;
give feedback on assessments, normally within four weeks of the formal date for handing assessments in;
publish details of the exam timetables five weeks before the exams begin;
provide feedback on exam results within five weeks of the exam period ending;
let you know before exams begin where and when results are published; and
send you an academic transcript six weeks after the end of the year listing all the modules you have taken during the academic year and your results. (Students who owe us tuition fees or other charges will not receive a transcript.)

We expect you to:
• make sure you hand in your coursework in on the given dates and that they meet the conditions we have given you;
• make sure you know the dates and times of your exams;
• prepare and revise carefully for your exams, and contact your personal tutor if you are having problems;
• tell us as soon as possible if you have a disability or dyslexia so that we can make any changes to assessments that may be necessary;
• attend all your exams and make sure that you do not disturb other students or affect their performance;
• get to know the accepted methods of academic writing (including referencing) and read our regulations for dealing with assessment offences (such as cheating or copying the work of others); and
• make sure the information on your academic record is correct and tell your school office and Student Records if any details have changed.

Fairness in assessment

The University operates a rigorous code of practice to ensure that students are assessed fairly:
• Wherever possible, student work is marked anonymously: the assessors see only the student number, not the name.
• All coursework contributing towards the degree classification is marked by a member of academic staff and monitored by another academic within UEL.
• External examiners, who are senior academics from other universities, are sent comprehensive samples of internally marked work and have access to every piece of work. They carefully monitor overall marking levels to ensure these are comparable to standards elsewhere and that marking is consistent across modules and programmes.

Given the above, it is worth noting that marks can be modified in the course of monitoring and confirmation procedures. Once marks have been monitored, confirmed and then ratified by the relevant Assessment Board, there can be no appeal against any mark awarded for any mark awarded for an individual piece of work (Manual of General Regulations, Part 7 ‘Appeals Against Award Board Decisions’, www.uel.ac.uk/qa/manual/index.htm).
- the scope and depth of reading and application evidenced in the answer (Knowledge & Understanding), as indicated in the marker’s margin notes by comments such as ‘sources’, ‘evidence’;

- the clarity, precision and effectiveness of developed argument (Analysis), as indicated by comments such as ‘i.e.’, ‘explain’, ‘analyse rather than describe’;

- the ability shown by the student to support analysis with indicative explanation and to develop independent thinking (Synthesis/Creativity), as indicated in the marker’s margin notes by comments such as ‘illustrate by example’, ‘in your own words’;

- the technical competence of the work (formal features of presentation, spelling, grammar, use of English) will also be taken into account.

**Grade Performances in Essay Writing**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Knowledge &amp; Understanding (reading &amp; application)</th>
<th>Analysis (and logical development)</th>
<th>Synthesis/Creativity (and independent thinking)</th>
<th>Presentation/Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ 72</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 70 FIRST</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Score</td>
<td>II.1</td>
<td>II.2</td>
<td>Comments</td>
</tr>
<tr>
<td>-------</td>
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<td>------</td>
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</tr>
<tr>
<td>A-/A</td>
<td>68 - 9</td>
<td>Good: thorough use of knowledge, fairly wide range of sources, demonstrating relevance of these by well-made indicative example.</td>
<td>Good: effective structure, coherent argument and use of evidence, connections made.</td>
<td>Good: effective and appropriate integration of source, argument and illustration. Evidence of writer's own point of view emerging.</td>
</tr>
<tr>
<td>A-</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B++</td>
<td>64 - 5</td>
<td>‘Very good’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>60</td>
<td>II.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-/B</td>
<td>58 - 9</td>
<td>Satisfactory: shows evidence of reading and learning. Material generally relevant. Examples okay but sometimes derivative, not always well-chosen or convincingly developed.</td>
<td>Satisfactory: structure generally sufficient, argument and use of evidence okay, but some structural weakness and inconsistencies of argument. Connections underdeveloped.</td>
<td>Satisfactory: material holds together in generally satisfactory but not distinctive way.</td>
</tr>
<tr>
<td>B-</td>
<td>57</td>
<td>‘Quite good’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C++</td>
<td>55</td>
<td>‘Satisfactory’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>50</td>
<td>II.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-/C</td>
<td>48 - 9</td>
<td>Barely adequate: Descriptive &amp;/or mainly reliant on recapitulation of source, demonstrating weak grasp of knowledge. Unconvincing</td>
<td>Barely adequate: some structuring and attempt made to use evidence, but overall effect is fragmentary and</td>
<td>Barely adequate: material not integrated to reasoned argument. Negligible evidence of genuine authorial</td>
</tr>
<tr>
<td>C-</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>D</td>
<td>40</td>
<td></td>
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<td>------------</td>
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<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>THIRD</td>
<td>examples.</td>
<td>unconvincing.</td>
<td>presence.</td>
<td></td>
</tr>
<tr>
<td>(pass)</td>
<td>Links poorly developed.</td>
<td>Fuzzy reasoning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D- 37</td>
<td>E+ 32</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>E 30 FAIL</td>
<td>Unacceptably Poor: no evidence of reading or learning. Inaccurate and inappropriate.</td>
<td>Unacceptably Poor: no structure or logic of development. Confused, disconnected, irrelevant thinking.</td>
<td>Unacceptably Poor: entirely lacking integration or evidence of effort to develop it. Writer adopts inconsistent point of view.</td>
<td>Unacceptably Poor: Badly crafted to the point of being non-sense. Incomprehensible. Obvious plagiarism.</td>
</tr>
<tr>
<td>BELOW 30% LEVEL IS AN UNACCEPTABLE FAILURE (RESUBMIT)</td>
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</tbody>
</table>

The comments inscribed in the boxes above correspond to the benchmark score highlighted in the left-most column. That is to say, these indicative remarks relate to the signal numerical mark pointed-to within each class (42%, 62%, etc.) and do not encapsulate the whole band or class (40-50, 60-70, etc.)

‘Generic Levels Descriptors’ in Essay Writing (Level-by-Level)

<p>| KNOWLEDGE &amp; UNDERSTANDING | ANALYSIS (and logical development) | SYNTHESIS/CREATIVITY (independent thought/practice) | PRESENTATION/TECHNIQUE |</p>
<table>
<thead>
<tr>
<th>LEVEL ONE</th>
<th>LEVEL TWO</th>
<th>LEVEL ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggests a formative knowledge of specified reading materials consistent with Level One engagement.</strong>&lt;br&gt;Indicates initial understanding of given theoretical precepts through applied illustration.</td>
<td><strong>Shows a developing knowledge of relevant reading materials.</strong>&lt;br&gt;Demonstrates effective understanding through the devising of examples which apply theory appropriate to the terms of assessment.</td>
<td><strong>Avoiding technical errors (of grammar, spelling and punctuation) and stylistic confusion (resulting from inarticulateness or verbosity), writing shall be clear and comprehensible, complying at all times with the conventions of scholarly citation. Word selection should be apt to the level of intellectual engagement.</strong></td>
</tr>
<tr>
<td><strong>Suggests awareness of salient points of contention in specified reading and suggests ability to make an argument where the submitted work possesses logical development and organisation of evidence.</strong></td>
<td><strong>Able to develop a competent analysis which explains conceptual links in a clearly ordered way.</strong></td>
<td><strong>Able to collect, process and categorise relevant source materials in line with the limits of assessment as described and to integrate evidence to a well-structured researched argument through which an independent perspectives may emerge.</strong></td>
</tr>
<tr>
<td><strong>Suggesting critical capacity to collect, categorise and process given ideas and evidence; where the student begins to establish a viewpoint from within the scope of the analysis undertaken.</strong></td>
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</tr>
<tr>
<td>Demonstrates comprehensive knowledge of reading materials and illustrates critical understanding through detailed and precise examples which apply theory in a manner appropriate to the range and depth of assignment.</td>
<td>Demonstrably able to construct a coherent and critically precise analysis which illuminates conceptual relationships in the work under discussion in a logically structured way.</td>
<td>Demonstrably able to select and synthesise evidence in a manner relevant to the prospectus of assessment and to integrate these materials to a clearly structured and appositely resourced argument which enables an independent perspective to emerge strongly.</td>
</tr>
</tbody>
</table>
# Grade Performances in Presentations

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>First</strong> (70% +)</td>
<td>A piece of work which shows clear evidence of a firm command of the relevant intellectual issues; independence of thought, such that complex arguments and concepts can be defended or questioned; and which displays a high level of skill in written and oral expression of ideas.</td>
<td>High level of academic co-operation and independence in production of proficient group oral work and written reports.</td>
<td>Maintains high level of oral clarity and logical development of concepts; maintains high level of accuracy in standard English; uses appropriate, sensitive language.</td>
<td>Is able to avoid the usual clichés of self-assessment; can think critically and non-defensively about own criteria of judgement and articulate alternative approaches.</td>
</tr>
<tr>
<td><strong>Upper Second</strong> (60 - 69%)</td>
<td>A piece of work in which students engage with relevant issues in depth and consistently attempt to elaborate ideas for themselves and display well-developed skills and oral expression.</td>
<td>Demonstrates ability to deal independently with group conflicts and conflicting interests and maintain an effective level of work over an extended period of time.</td>
<td>Oral skills developed to the extent that relevant concepts can be communicated accurately in standard English. Written work in good English and assembled logically.</td>
<td>Can produce insightful and appropriate criticisms of own work and understand alternative approaches.</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Evidence</td>
<td>Adequate: for the most part competent use of language, but with infelicities of style and evidence of excessive paraphrasing of sources.</td>
<td>Can articulate obvious criticisms of own work and envisage other possibilities.</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Lower Second</td>
<td>A piece of work which displays evidence of competent handling of the relevant intellectual issues, and some engagement with them. Evidence of some independent thinking. Ideas expressed clearly in oral and written forms.</td>
<td>Has been able to put together coherent piece of collaborative group work over the period of time indicated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>A piece of work which provides evidence of an elementary grasp of the relevant intellectual issues and a basic competence in oral and written presentation.</td>
<td>Elementary ability shown to assemble, collaborative, an acceptable piece of group work.</td>
<td>Comprehensible but uneven use of language; a considerable number of errors; over-dependence on paraphrasing sources; occasionally confusing.</td>
<td>Employs the usual clichés of self-assessment, whether or not they are applicable.</td>
</tr>
<tr>
<td>Fail</td>
<td>A piece of work which shows only (or less than) a rudimentary ability to conduct an extended argument orally or in writing. Failure to demonstrate a consistent grasp of the most basic intellectual</td>
<td>Inability to work collaboratively; fragmentation of efforts; demonstrably unable to plan work over a period of time.</td>
<td>Unacceptably poor use of language; confused to the point of incomprehensibility; paraphrasing close to plagiarism.</td>
<td>No serious attempt to reflect on own practices, since they were not worked out in the first place.</td>
</tr>
</tbody>
</table>
Generic Levels Descriptors’ for Student Presentations (Level by Level)

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; UNDERSTANDING (grasp of module’s work; investigation; insight)</th>
<th>INTERACTIVE GROUP SKILLS (co-operation in planning and execution) (Where Appropriate)</th>
<th>COMMUNICATION &amp; PRESENTATION (oral communication; compilation of Portfolio)</th>
<th>SELF-APPRAISAL/REFLECTION ON PRACTICE (Where Appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL ONE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggests a formative knowledge of module materials consistent with Level One engagement. Indicates initial understanding of given theoretical concepts through applied illustration.</td>
<td>Suggests acquisition of basic skills required to agree on divisions of labour and produce coherent groupwork. These skills include the ability to acknowledge others and their points of view and co-operate in group endeavours.</td>
<td>Suggests the ability to present basic module concepts orally in a clear, helpful and informative way. Written materials are assembled logically and supplement the oral presentation effectively. Materials are well drafted and show evidence of revision and improvement over period of preparation.</td>
<td>Suggests the ability to think comparatively about own work and offer obvious criticism of self and group (where appropriate); has ideas about possible alternative approaches.</td>
</tr>
<tr>
<td><strong>LEVEL TWO</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Shows developing knowledge of module materials and demonstrates the capacity to take</td>
<td>Has developed interpersonal study skills to the point where relevant debates</td>
<td>Has developed enhanced skills in formulating complex ideas for oral presentation.</td>
<td>Is able to evaluate own strengths and weaknesses; can challenge</td>
</tr>
<tr>
<td><strong>LEVEL THREE</strong></td>
<td><strong>Can interact effectively on a proficient academic level, manage conflict independently and produce coherent groupwork of professional standards based on wide-ranging reading and research.</strong></td>
<td><strong>Can engage effectively and accurately in debate in proficient manner and produce co-operatively and independently - detailed and coherent group reports which demonstrate the learning process.</strong></td>
<td><strong>Can confidently apply own criteria of judgement with regard to intellectual endeavours and group interaction and productivity; Can reflect on own practices and procedures and envisage alternative approaches.</strong></td>
</tr>
</tbody>
</table>

Demonstrates comprehensive knowledge of materials relating to the module and to the broader field of knowledge. Can use a variety of complex concepts with ease and accuracy and apply these appropriately to the module materials. | and results of further co-operative research can be incorporated into coherent piece of coursework. **Written materials used to elaborate upon and enhance ideas introduced in oral presentation; written materials demonstrate that learning process has continued throughout the stages of preparation.** | Can make clear the differences among varying theoretical positions. | received opinion and begins to develop own criteria and judgement. |

**Academic appeals**

Students who dispute a decision of an Assessment Board may appeal in accordance with the Procedure for notification of Appeal, Part 7, paragraph 2 of the Manual of General Regulations.
No appeal will be entertained on matters of academic judgment. These remain the exclusive prerogative of the Assessment Board. Matters of academic judgment include: whether a student has reached the academic standard required for the relevant stage of the programme; whether a student would benefit academically from further study on the programme.

An appeal may be made only on the following grounds:

- The assessment was not conducted in accordance with the current regulations for the programme, or there has been a material administrative error or some other material irregularity relevant to the assessments has occurred.

- For a student with a disability or additional need, the initial needs assessment was not correctly carried out, or the support identified was not provided, or the agreed assessment procedures for that student were not implemented.

Any student wishing to appeal against a decision or recommendation of an Assessment Board must lodge his or her notice of appeal with Quality Assurance and Enhancement, normally using a pro forma available from the UEL web site.

Further information about the UEL appeals process, including copies of the formal Notification of Appeal Form, is available for view at www.uel.ac.uk/qa

Extenuation

If you are unable to hand in work as required and to deadline, you may be able to claim extenuation. Follow the web link to UEL extenuation procedures (Manual of General Regulations) Please see http://www.uel.ac.uk/qa/extenuation.htm for forms and other details on extenuation.

What are extenuating circumstances?

Circumstances which
- impair the performance of a student in assessment or reassessment
- prevent a student from attending for assessment or reassessment
- prevent a student from submitting assessed or reassessed work by the scheduled date

Such circumstances would normally be
- unforeseeable - in that the student could have no prior knowledge of the event concerned
- unpreventable - in that the student could do nothing reasonably in their power to prevent such an event
- expected to have a serious impact

Students are expected to make reasonable plans to take into account commonly occurring circumstances, even those which, on occasion, may have been unforeseeable and unpreventable.
Examples of circumstances which might normally constitute grounds for extenuation are
- serious personal illnesses which are not permanent medical conditions (which are governed by other procedures): For example, an illness requiring hospitalisation
- the death of a close relative immediately prior to the date of assessment.

Examples of circumstances which would not normally constitute grounds for extenuation are
- minor illnesses - even if covered by medical certification
- computer failure of non University equipment or storage media
- computer failure of university equipment or storage media (where failure is less than a continuous 24 hours)
- transport problems
- moving house
- holidays
- inadequate planning, organisation or time management
- misreading of assessment timetables
- family, work, social, financial or other general problems

The opportunities system

UEL’s policy on assessment is based on the opportunities system – this policy is designed to ensure that fairness and standards of achievement are protected. Students have four opportunities to pass a module:

First opportunity – when students attend lectures, seminars and tutorials for a module and hand in the assessed coursework by the deadline (normally the first time a student registers for and takes a module).

Second opportunity – students who do not pass a module at the first attempt can submit replacement/retrieval coursework (resit work) after the module has finished. Deadlines are announced well in advance and is usually in mid-August.

Third opportunity – students who do not pass a module at the first or second opportunity must retake it with attendance, submitting all coursework by the deadline. No coursework or marks carry forward, and the module is capped at 40 (although the transcript will reflect the mark achieved as well as the mark awarded).

Fourth (final) opportunity – students who do not pass a module at the third opportunity can submit resit work, as outlined above.

If a module is a pre-requisite for other modules, students will not be able to register for these until the pre-requisite has been successfully completed.
Reassessment in a module not passed

Where a student does not achieve an aggregate of 40%, or does not achieve the component threshold marks, the student is reassessed in the module at the next reassessment point, in any components achieving a mark of less than 40%. The reassessment point for all on-campus modules is in the summer reassessment period – normally July for hand-in in August/September.

Capping module marks

Work that does not pass at the first opportunity will be capped at 40%, unless extenuation has been approved. However, transcripts will reflect both the mark attained as well as the mark awarded. After the fourth opportunity, no further opportunities will be given to pass a module.

The relevant policy can be found at http://www.uel.ac.uk/qa/manual/documents/PART3-ModelREgs.pdf.

Notification of results

Students are expected to monitor their email accounts and UEL Direct on a regular basis. UEL Direct is also the medium through which students complete module registration, find details of timetabling and receive notification of results.

Feedback

Feedback is given in order to help promote learning and facilitate improvement. Feedback is usually given in written form on the mark sheets attached to written work and in the work itself. It is students’ responsibility to collect marked coursework, either from module tutors or from the Student Enquiries Office.
Assessment Offences

For the purposes of our university’s regulations, an assessment offence is defined as any action(s) or behaviour likely to confer an unfair advantage in assessment, whether by advantaging the alleged offender or disadvantaging (deliberately or unconsciously) another or others.

To avoid academic dishonesty, students are required to:

- use their own words
- provide a critical commentary on existing literature (locating analysis within existing frameworks)
- demonstrate an understanding of the subject area
- clearly indicate, via the use of quotation marks (as appropriate) and appropriate referencing and citation, all information and ideas from secondary sources. Secondary source information must be cited in the essay, whether it is quoted directly or paraphrased

Academic Misconduct Policy

Students must abide by the principles of academic integrity: As a learning community, we recognise that the principles of truth, honesty and mutual respect are central to the pursuit of knowledge. Behaviour that undermines those principles diminishes us, both individually and collectively, and devalues our work. We are therefore committed to ensuring that every member of our University is made aware of the responsibilities s/he bears in maintaining the highest standards of academic integrity and of the steps we take to protect those standards.

Our determination that students should know and understand academic good practice is matched by our resolve that academic malpractice should not prosper. Accordingly, we have adopted a balanced approach, providing support to enable students to acquire knowledge and skills to maintain academic integrity and a comprehensive set of Assessment Offence Regulations to protect academic integrity.

UEL’s Academic Misconduct Regulations define an academic misconduct as ‘any action(s) or behaviour likely to confer an unfair advantage in assessment, whether by advantaging the alleged offender or disadvantaging (deliberately or unconsciously) another or others’. Our Regulations go on to state that ‘… the use of any form of unfair or dishonest practice in assessment … can be considered potential misconduct.’

The regulations provide examples of academic misconduct. A selection is given below but this list is not exhaustive.
Coursework Submitted for Assessment

(a) The submission of material (written, visual or oral), originally produced by another person or persons or oneself, without due acknowledgement*, so that the work could be assumed to be the student's own. For the purposes of these Regulations, this includes incorporation of significant extracts or elements taken from the work of (an)other(s) or oneself, without acknowledgement or reference*, and the submission of work produced in collaboration for an assignment based on the assessment of individual work. (Such misconduct is typically described as plagiarism and collusion.)

*(Note: To avoid potential misunderstanding, any phrase that is not the student’s own or is submitted by the student for a different assessment should normally be in quotation marks or highlighted in some other way. It should also be noted that the incorporation of significant elements of (an)other(s) work or of one’s own work submitted for a different assessment, even with acknowledgement or reference, is unacceptable academic practice and will normally result in failure of that item or stage of assessment.)

(b) Being party to any arrangement whereby the work of one candidate is represented as that of another.

(c) The submission of work that is not one’s own (e.g. work that has been purchased, or otherwise obtained from a “cheat site”).

(d) Offering an inducement to staff and/or other persons connected with assessment.

Examinations

(e) Importation into an examination room of materials other than those which are specifically permitted under the regulations applying to the examination in question.

(f) Reference to such materials (whether written or electronically recorded) during the period of the examination, whether or not such reference is made within the examination room.

(g) Refusing, when asked, to surrender any materials requested by an invigilator.

(h) Using any application of a mobile telephone.

(i) Copying the work of another candidate.

(j) Disruptive behaviour (including making unacceptable noise, e.g. from a mobile ‘phone, during examination or assessment.

(k) Obtaining or seeking to obtain access to unseen examination questions prior to the examination.
Failure to observe the instructions of a person invigilating an examination, or seeking to intimidate such a person.

Offering an inducement to invigilators and/or staff and/or other persons connected with assessment.

Full details of the Academic Misconduct Regulations can be found at Part 8 of the Manual of General Regulations (see http://www.uel.ac.uk/qa/manual/index.htm)

If it is determined that academic misconduct has occurred, one of a range of penalties (including expulsion from the University) may apply.

Plagiarism

Work that students submit for assessment will inevitably be building on ideas that they have read about or have heard about in lectures. (Lecture notes should **not** be reproduced in assessed coursework.) Students can, however, only demonstrate that they have learnt from their sources by presenting the concepts in their own words and by incorporating their own commentary on the findings.

Where students submit work purporting to be their own, but which in any way borrows ideas, wording or anything else from other source, without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work whether it be from a published article, book chapter, website, an assignment from a friend or any other source.

Students cannot submit the same work for two different modules. This is classified as plagiarism. If students wish to draw upon some of their own previous work/research, the rule of 'due acknowledgement' applies.

When an assignment or report involves outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, they must be put in quotation marks or otherwise identified and a reference as to source appended. For further, detailed information on how to reference and the avoidance of plagiarism, please see: http://www.uel.ac.uk/lls/support/harvard.htm

Making simple changes to the wording of a section from a book, article, website or other source whilst leaving the organisation, content and phraseology intact would also be regarded as plagiarism.

Collusion

Collusion is the term used to describe any form of joint effort intended to deceive an assessor as to who was actually responsible for producing the material submitted for assessment. Students may obviously discuss assignments amongst themselves and this can be a valuable learning experience. However, if an individual assignment is specified, when the actual coursework is produced it must be by the student alone. For this reason students should be wary of lending work to colleagues since, were it to be plagiarised, they could leave themselves open to a charge of collusion.
Referencing

Since the regulations do not distinguish between deliberate and accidental plagiarism, the key to avoiding a charge of plagiarism is to assign credit where it is due by providing an appropriate reference for anything in their coursework which was said, written, drawn, emailed or implied by someone else or by themselves for another assignment.

A reference must be provided:

- when students use or refer to someone else's words or ideas from an article, book, newspaper, TV programme, film, web page, letter or any other medium;
- when students use information gained from an exchange of correspondence or emails with another person or through an interview or in conversation;
- when students copy the exact words or a unique phrase from a source;
- when students reprint any diagrams, illustrations, or photographs.

A reference does not need to be provided:

- when students are writing of their own experience, own observations, own thoughts or insights or offering their own conclusions on a subject;
- when students are using what is judged to be common knowledge (common sense observations, shared information within their subject area, generally accepted facts, for example). As a test of this, material is probably common knowledge if:
  - the same information, undocumented, can be found in other sources;
  - it is information students would expect their readers to be familiar with;
  - the information could be easily found in general reference sources.

Source dependency

Students occasionally misunderstand the concepts being presented here and submit coursework where substantial and significant elements of another author's work are used and acknowledged. It is clear that this cannot satisfy the normal assessment criteria to:
- use your own words;
- provide a critical commentary on existing literature;
- aim for novelty and originality;
- demonstrate your understanding of the subject area by paraphrasing.

This is called ‘source dependency’ and the outcome will be a fail mark for the particular piece of work concerned.

**Note that** the electronic version of *Cite Them Right: the essential referencing guide* 8th edition, will be available from September 2010. It can be accessed whilst on or off campus, via UEL Direct. The book can only be read online and no part of it can be printed nor downloaded.

**Complaints**

If you feel that our university has not delivered the standard of service which it would be reasonable to expect, you may be entitled to lodge a complaint, in accordance with section 14 of the *Manual of General Regulations*. The Complaints Procedure should be used for serious matters, and not for minor things such as occasional lapses of good manners or disputes of a private nature between staff and students. Complaints can be lodged by students, prospective students and members of the general public, but cannot be made by a third party.

Separate procedures exist for the following, which therefore cannot form the substance of a complaint:

- appeals against the decisions of Assessment Boards;
- appeals against the decisions of the Extenuation Panel;
- complaints against the Students’ Union;
- appeals against decisions taken under disciplinary proceedings;
- complaints about businesses operating on University premises, but not owned by our University;
- complaints about the behaviour of other students;
- appeals against the decisions of an Investigating Panel.

The procedure has four possible stages:

**STAGE 1:** Conciliation

**STAGE 2:** Formal complaint

**STAGE 3:** Appeal to the Secretary and Registrar

**STAGE 4:** Independent Review

Every reasonable effort should be made to raise the complaint informally (Stage 1). If no satisfactory outcome is reached, you can lodge a formal complaint (Stage 2) with the Complaints Liaison Officer, based in Quality Assurance and Enhancement. You are also advised at this point to discuss the matter with a member of the Students’ Union Advice and Information Service.
Complaints must normally be lodged within set time limits (please see Complaints Procedure for further details). This ensures that the people involved still remember the case, and the facts can be established.

Further information about our university’s complaints procedure, including copies of the formal Complaints Form, is available for view at www.uel.ac.uk/qa

If you would like to discuss a complaint you have made (or are considering making) with a member of university staff, you should make an appointment with the Head of Student Compliance & Responsibilities, by emailing Toby Grainger (t.j.grainger@uel.ac.uk). Alternatively, you can discuss the matter with a relevant member of staff from the School/Service such as the School Registrar, programme leader or module leader.

Health and safety

The School of Arts and Digital Industries operates in accordance with the university’s health and safety policy. The Health and Safety at Work Act requires everyone at work to take reasonable care to prevent ill health or injury to themselves and others who may be affected by their acts or omissions. The School encourages staff and students to engage seriously about these matters and to ask what measures are being taken to ensure their own safety. We face many issues common to all higher education institutions.

Specific health and safety issues for Arts and Digital Industries include:

- The safe management of areas where staff and students use equipment relating to either media, fashion or artistic production or performance work or where they undertake demanding physical activities relating to theatrical, dance-based or musical performances.
- The challenges presented by the need for some staff and some research students to travel to overseas destinations associated with the aftermath of conflict or natural disasters.
- These issues are being addressed either by the creation of specific guidance relating to these areas or by raising staff and student awareness or a combination of both. Staff working in these areas will advise students of the specific precautions and inductions as necessary.

Responsibility structure

As a school within UEL, Arts and Digital Industries is responsible for the implementation of the arrangements in the University Health and Safety Policy, reporting to the Vice Chancellor through the Management Safety Group. The Dean of School, Catherine Harper, (Room EB3.01) is responsible and accountable for health and safety matters within the school affecting staff, students and visitors.

To help her discharge these duties she has nominated two School Safety Co-ordinators to attend to relevant matters such as the production of risk assessments and the inspections of equipment and work spaces. In addition, First Aiders and Fire Marshals have been appointed (details below).
Within the University’s overall arrangements for health and safety, lecturers in charge of students bear responsibility for their health and safety whether in classrooms, staff rooms, workrooms or laboratories. Students should follow guidance with care and be alert to health and safety issues at all times and as advised.

**Student health and safety information**

The School informs staff responsible for delivering student induction programmes that they must ensure that students are informed of safety procedures and emergency exits. This includes, for example, communicating to students the food and drink policy operated in the Multimedia Production Centre (MPC).

**Accidents**

All accidents, whether or not any injury is immediately apparent, should be reported as soon as possible to the Dean of School via the school office (Room EB.3.13A) on a University Accident Report Form, which will be provided.

To deal with **serious injuries**, dial 999 for the Emergency Services. (Dial 9 for an outside number then 999 if using an internal UEL telephone)

**Minor injuries** should be reported to the appropriate First Aider or the Student Health Centre (Room 0213), which is open on Tuesdays and Thursdays, 10 am to 4pm.

**First Aiders**

The school has a number of trained first aiders:

- East Building: Fred Brown (EB2.40), Anna Robinson (EB2.48), Carol Moore (EB3.05)
- AVA Building: Deon Fourie (G.21), Sian Harris (G.03), Zoe Hodgson (G.35B), Paola Leonardi (G.48), Paul Manner (G.01), Mika Nash (G.25A), David Ring (1.25), Mark Sowden (G.11), Dean Todd (G.46D), Beryl Watson (G.01), Rosemary White (1.37)

**Fire**

If you discover a fire:

- operate the nearest fire alarm by breaking the glass
- dial 9 for outside line, and then, 999 for the Emergency Services
- notify Security (Ext 7771) of its location

On the Docklands campus, when the fire alarms sound, staff and students should leave the building immediately by the nearest fire exit and go immediately to the nearest assembly point without stopping to pick up personal belongings. When leaving, close doors and windows and switch off equipment if there is time. Staff or students should not re-enter the building until it is declared safe to do so.
Notices indicating the direction of the nearest fire exit are posted in teaching rooms and corridors. Around each fire exit door you will find fire extinguishers and fire alarms as well as instructions about where to assemble.

Fire Marshals have been appointed for each building. They will help to evacuate the building and will assist disabled people, directing those in wheelchairs to the closest fire refuge where appropriate. They are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Post</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Hayduk</td>
<td>Senior Lecturer, BSc (Hons) Architecture</td>
<td>3227</td>
</tr>
<tr>
<td>Janet Insull</td>
<td>Lecturer, BSc (Hons) Architecture Diploma in Architecture MSc Architecture: Computing and Design</td>
<td>3223</td>
</tr>
<tr>
<td>David Ring</td>
<td>Technical Resource Manager</td>
<td>3445</td>
</tr>
<tr>
<td>Martin Barrett</td>
<td>Senior Lecturer, Digital Arts and Visual Communication</td>
<td>3424</td>
</tr>
<tr>
<td>Geoffrey Brunell</td>
<td>Principal Lecturer, Fine Art</td>
<td>3297</td>
</tr>
<tr>
<td>Peter Cobb</td>
<td>Combined Honours Leader</td>
<td>3417</td>
</tr>
<tr>
<td>Lucy Jones</td>
<td>Subject Director, Fashion and Textiles</td>
<td>2257</td>
</tr>
<tr>
<td>David Mann</td>
<td>Senior Lecturer, Digital Arts and Visual Communication</td>
<td>3435</td>
</tr>
<tr>
<td>Andrew Stephenson</td>
<td>Subject Director, Visual Theories</td>
<td>3406</td>
</tr>
<tr>
<td>Peter Hall</td>
<td>A/V Media Technical Associate</td>
<td>7762</td>
</tr>
<tr>
<td>Reza Alavi</td>
<td>Technical Services Assistant</td>
<td>7515</td>
</tr>
</tbody>
</table>

In other UEL locations, staff and students should familiarise themselves with emergency exits in the area.

Special provisions apply at Trinity Buoy Wharf and at Stratford Circus
Suspicious packages

If you discover a suspicious package, note the correct location of the package and inform Security (Ext 7771).

Equipment and electricity

Staff should immediately report any equipment which has a defect which appears to render it unsafe to the relevant Safety Co-ordinator. They should not attempt to use or move the equipment themselves at this point.

No electrical equipment, including kettles or any items belonging to staff or students, should be used on the premises without being safety-checked. All electrical equipment belonging to the school will be safety-tested once a year.

Children

Staff and students who bring children onto the premises must adequately supervise them and respect regulations excluding children from particular specialist areas for reasons of safety. Specific advice has also been issued by the Library – see Library and Learning Services webpages for specific guidance.

Specialist Areas

**Multi-Media Production Centre (MPC)**
Health and Safety management in the MPC is the responsibility of the Maciej Hrybowicz, Head of the MPC, acting on behalf of the Head of School.

**Trinity Buoy Wharf Dance Studios (TBW)**
Health and Safety management at TBW is the responsibility of Susanne Thomas, Programme Leader for Dance supported by Mark Hunter, Field Leader for Performing Arts.

**Matrix East Research laboratory (MERL)**
Health and safety management in MERL is the responsibility of Haim Bresheeth, Director of MERL supported by Steve Lauder.

Student Placements

Before students take part in any type of off-site placement or exchange scheme it is essential that a risk assessment of the place they will be visiting has been carried out and that they have received a written statement from the School about the health and safety implications and requirements of their visit. Further details about this may be obtained from any of the Health and Safety Co-ordinators.
The English Literature programme committee

TITLE: PROGRAMME COMMITTEE

REPORTS TO: SCHOOL BOARD

TERMS OF REFERENCE

To be responsible for assuring and enhancing the quality of the student experience at programme level by:

1. Providing a forum in which students can express their views about the management of the programme, and the content, delivery and assessment of modules, in order to identify appropriate actions to be taken in response to the issues raised and to ensure that the implementation of these actions is tracked.

2. Providing formal yearly student feedback on the programme as input into the preparation of the programme REP

3. Reviewing programme questionnaire results and making recommendations and changes arising from these.

4. Receiving, considering and approving the programme REP and identifying responsibilities for action to be taken before it is considered by School Quality Standing Committee.

5. Reviewing the relevant documentation and other evidence prepared for Academic Review and other external review processes.

6. Considering proposals for modification of the programme structure.

7. Making recommendations for new modules to the appropriate Field Committee.

8. Advising the programme leader on mechanisms by which university policy statements, which have an impact on module design and delivery, are implemented.

MEMBERSHIP

Programme leader (Chair)
Administrator/Servicing Officer (ex-officio)
Module leaders of all modules core to the programme
Learning Support Services representative
Technical representative (if appropriate)
Head of School/Associate Head of School (ex officio)
Two student representatives for each level and at least one part-time student (where appropriate) – quorate where 40% of members are present

In attendance
Programme staff making a significant teaching contribution to the programme, will be entitled to attend
Modular degree specifications

Definitions and explanations

A module is a separate identifiable block of learning which is credit-rated, with credit allocated on the basis of 10 hours of study for each credit. Standard modules are 20 credits in size for undergraduate programmes (indicating 200 hours of student study) or 30 credits in size for postgraduate programmes (indicating 300 hours of student study).

A unique module level is associated with each module. This is level 0, 1, 2, 3, or M (and P for placement modules), reflecting the level of achievement expected in order to pass (i.e. be awarded credit) in the module.

A module is a **prerequisite module** for another module if a student must have passed the prerequisite module (been awarded credit) in order to study on the other module.

A module is a **precursor module** for another module if a student must register on the precursor module (and remain registered for the duration of that module) in order to study subsequently on the other module.

A module is a **co-requisite module** with another module if both modules must be studied at the same time.

A module has one or more **delivery modes**. These will be either ‘on-campus’ or by ‘distance learning’ or both. The delivery mode(s) must be designated at approval.

An **on-campus module** is predominantly delivered on campus. A **distance learning module** is predominantly delivered by distance learning.

A **component** of a module is a separate part of a module, as identified in the module specification. Whole number marks are awarded for each component of a module. A standard module may have one, two or three components. Double and treble modules have a maximum of six and nine components respectively.

A **Field** comprises modules forming a coherent academic grouping. Each module belongs to one and only one Field.

A **module specification** specifies (amongst other things)

- module name
- module unique identifying code
- module credit value
- the Field to which the module belongs
- any prerequisites, precursors and co-requisites
- module learning outcomes
- outline module content
- details of the component assessments and their weightings (together with the threshold mark for assessment if, for Professional and Statutory Regulatory Body requirements, this is set above the minimum standard threshold for)

In order to study, be assessed, or be reassessed on a module, a student must be **registered** on the module. Provided a student has registered on a module (and not subsequently been formally withdrawn from the module), the student will be assessed at the next assessment point (for that mode of delivery) and (if the module is not passed) reassessed on that module at the next reassessment point (for that mode of delivery). Assessment or reassessment cannot be deferred.

Reassessment for all on-campus modules (with the exception of the postgraduate advanced independent research module) will occur in the summer reassessment period.

A module for which a pass has not been achieved on assessment or reassessment may be repeated only once. This will involve reregistration and further study and assessment (and reassessment if necessary).

A **programme** leads to a university award. A programme may be a single module or a combination of modules.

A **programme specification** specifies (amongst other matters)
- admission requirements for the programme
- the structure of the programme
- any particular conditions to be met (e.g. Professional and Statutory Regulatory Body requirements) for conferment of the relevant named award

A **core module** for a programme is a module which a student must have passed (been awarded credit) in order to achieve the relevant named award. Core modules are specified in the programme specification.

An **option module** for a programme is a module selected from a range of modules specified in the programme specification.

**Undergraduate Awards**

**Undergraduate Associate Certificate**

A programme leading to an Undergraduate Associate Certificate consists of 20 credits at Level Zero or Higher

**Undergraduate Certificate**

A programme leading to an Undergraduate Certificate consists of 40 credits at Level Zero or Higher
Certificate of Higher Education

A programme leading to a Certificate of Higher Education consists of
120 credits at Level One or Higher

Diploma of Higher Education

A programme leading to a Diploma of Higher Education consists of 240 credits at Level One or Higher including
120 credits at Level One or Higher
120 credits at Level Two or Higher

Foundation Degree

A programme leading to a Foundation degree consists of 240 credits at Level One or Higher including
120 credits at Level One or Higher
120 credits at Level Two or Higher

A Foundation degree is linked to a named Honours degree on to which a student may progress after successful completion of the Foundation degree

Ordinary Degree

A programme leading to an Ordinary degree consists of 300 credits at Level One or Higher including
120 credits at Level One or Higher
120 credits at Level Two or Higher
60 credits at Level Three or Higher

Honours Degree

A programme leading to an Honours degree consists of 360 credits at Level One or Higher including
120 credits at Level One or Higher
120 credits at Level Two or Higher
120 credits at Level Three or Higher

Up to half the credits for an award may be achieved through accredited experiential learning, and up to two thirds of the credits for an award may be achieved through accredited certificated learning.

(Where a combination of experiential and certificated learning is involved up to one half of the credits for the award may be achieved through accredited experiential
learning with further credits being achieved through accredited certificated learning up to a maximum of two thirds of the credits for the award).

In the case of an Honours Degree a minimum of 120 UEL credits should be achieved at Level Two or Level Three including a minimum of 80 UEL credits achieved at Level Three in order to ensure honours classification.

Structure of modular undergraduate programmes

Modules

Undergraduate programmes consist of standard modules whose value is 20 credits (equivalent to 200 student study hours), extending over one semester. Modules of 40 credits and 60 credits may extend over one or two semesters.

A module is allocated to a single level.

No module may be a pre-requisite for another module at the same level.

The programme specification will specify for each module within a programme whether it is a core module or an option module for that programme.

A standard module may be composed of one, two, or three components. 40 credit and 60 credit modules have a maximum of six and nine components respectively.

Undergraduate Honours degrees

An Honours degree may be either a named Single Honours degree, a named Combined Honours degree (a major and a minor, or a joint and a joint), or, a General Combined Studies Honours degree (if the credit requirement for an Honours degree is met but the requirements for a named award have not been met).

Structure of single and combined honours programmes

Single honours is composed of 360 credits at Level One or Higher including

120 credits at Level One or Higher
120 credits at Level Two or Higher
120 credits at Level Three or Higher

Major honours is composed of 240 credits at Level One or Higher including

80 credits at Level One or Higher
80 credits at Level Two or Higher
80 credits at Level Three or Higher

Joint honours is composed of 180 credits at Level One or Higher including

60 credits at Level One or Higher
60 credits at Level Two or Higher
60 credits at Level Three or Higher

Minor honours is composed of 120 credits at Level One or Higher including
40 credits at Level One or Higher
40 credits at Level Two or Higher
40 credits at Level Three or Higher

In addition, programme specifications may require a period of professional/industrial training or study/work experience abroad in order for a student to achieve the relevant named award. Such periods may be awarded 120 credits at level P for a 12 month period or 60 credits at level P for a six month period (or pro rata in multiples of 20 credits)

Student registration and study

A student must be registered on a module in order to be assessed or reassessed on the module.

Once a student has passed (or been awarded a compensated pass on a module the student may not register, be assessed or reassessed on the module.

A standard study load for a student is 60 credits, or less, in on-campus mode in each semester. However a student may study up to 80 credits in one semester, provided that the total studied in one academic year (September to September) does not exceed 140 credits in on-campus mode (and no more than 180 credits in on-campus or distance learning modes in total). A student may not study a level three module until all core level one modules on the programme on which the student is enrolled have been passed.

Time limits for student study

A student may not continue study, or be assessed or reassessed, on a module once three years have elapsed from first study on the module.

The time limit for completion of a programme is eight years after first enrolment on the programme.

Intermission

A student may intermit from a programme with the agreement of the programme leader.

During the intermitted period, which must be one or more complete semesters and no more than two consecutive years, no module study may be undertaken. However all outstanding reassessment requirements should be undertaken or else the module will automatically be regarded as not passed on reassessment (Note: Standard regulations on extenuation apply).
An intermission extends the time limits for study on the module and the programme for the period of the intermission (unless prohibited by Professional and Statutory Regulatory Body requirements)

**Undergraduate Admission**

Students are admitted in accordance with the admission requirements in the programme specification of the approved programme.

Students may be admitted with advanced standing through the recognition of credit, or the accreditation of experiential or certificated learning according to the University of East London Accreditation of (Experiential) Learning (A(E)L) policy.

A student may gain admission to a programme, with advanced standing, with up to half of the credits associated with the award being achieved through accredited experiential learning, or up two thirds through accredited certificated learning. (Where a combination of experiential and certificated learning is involved up to one half of the credits for the award may be achieved through accredited experiential learning with further credits being achieved through accredited certificated learning up to a maximum of two thirds of the credits for the award)

In the case of an Honours Degree a minimum of 120 UEL credits should be achieved at Level Two or Level Three including a minimum of 80 UEL credits achieved at Level Three in order to ensure honours classification.

A student who has been awarded an ordinary degree may be readmitted to the honours degree programme on which they were originally enrolled (or a Combined Studies honours degree programme) and re-enrolled to complete an honours degree programme provided that

There is at least one semester’s break between the award of the ordinary degree by the assessment board and re-enrolment on the honours degree programme

The total period between the first enrolment on the honours degree and its completion does not exceed 8 years

In classifying the student the entire assessment profile on the honours degree programme is taken into account in the calculation of the classification.

**Field Boards and module assessment**

**Field Boards**

Field Boards are responsible for:

- assuring the appropriate standards for modules
- considering the performance of students on modules
- confirming the marks achieved by students on modules
- awarding credit for the achievement of students on modules
- awarding credit for certificated and experiential learning
- noting Breaches of Regulations

The Field Board considers all and only modules within the Field. The Field Board meets at the end of Semester A, at the end of Semester B and at the summer reassessment period.

**Module assessment**

In calculating the mark for a module on the basis of the component marks, the final mark is calculated as a percentage with all decimals points rounded up to the nearest whole number.

In order to pass a module, a student must both achieve an aggregate mark of 40% and also meet the component threshold marks.

For the purposes of passing a module each component has a threshold mark of 30%. (The threshold may be higher where there are Professional and Statutory Regulatory Body requirements; this will be specified in the module specification)

**Reassessment in a module not passed**

Where a student does not achieve an aggregate of 40%, or does not achieve the component threshold marks, the student is reassessed in the module at the next reassessment point, in all and only those components achieving a mark of less than 40%. Component marks of 40% or over are carried forward to reassessment.

The reassessment point for all on-campus modules is in the summer reassessment period.

In determining whether a student has passed a module on reassessment, the calculation is based on the highest component marks achieved, whether in assessment or reassessment.

In order to pass a module on reassessment a student must both achieve an aggregate mark of 40% and achieve the component threshold marks. If the module is passed, the module mark is capped at 40% for the purposes of calculating the degree classification. The actual mark achieved will be recorded on the student transcript.

If a student reregisters and undertakes study on the same module prior to reassessment then the mark assigned to the reassessment is 0%

**Procedure in the case of a student not passing a module on reassessment**

A student who does not pass a module on reassessment is entitled to repeat the module once.

If a module which has not been passed on reassessment is an option module, the student may choose to register on an alternative option module (rather than repeat the option module). In this case, the regulations governing the first time study and assessment of a module apply and the marks achieved are not capped at 40%.
A repeated module must be undertaken after re-registration. Marks achieved previously in the module are ignored for the purposes of assessment of the repeated module (i.e. no marks are carried forward from the previous registration).

A repeated module is assessed at the end of the semester of study and (if necessary) reassessed at the subsequent reassessment point. If passed, a repeated module is capped at 40% for the purposes of calculating the degree classification. The actual mark achieved will be recorded on the student transcript.

No further registration, study or assessment is possible for a repeated module which has not been passed after reassessment.

**Award Boards**

Award Boards are responsible for:

- awarding credit to students on modules passed by compensation
- confirming eligibility for awards on the basis of accumulated credit
- ensuring any award-specific requirements have been met
- conferring awards
- formally implementing the decisions of the Extenuation Panel
- noting credits achieved on the basis of accredited learning
- noting Breaches of Regulations

Each School will have one Award Board which meets following Field Boards at the end of Semester A, at the end of Semester B and at the end of the summer reassessment period.

**Compensation**

A student is awarded a compensated pass in a module by an Award Board and awarded credit provided that:

- the module is a 20 credit option module
- the student has been awarded 100 UEL credits at the level (or higher) of the compensated module
- the student has both attained at least 35% in the module to be compensated and attained the threshold in all components
- the module is not specified as non-compensatable in the programme specification as an award-specific requirement

If eligible, the student will be awarded a maximum of one compensated pass on one module at each level on a programme and this will occur at the earliest point at which the student is eligible for compensation. Modules which have already been taken into account in deciding a student’s eligibility for compensation cannot
subsequently be taken into account for the further compensation of another module.

Conferment of award for completion of a programme

The Award Board will confer an award on a student for completion of a programme at the first occasion on which the student is eligible for the award.

Where a student has withdrawn from, or is being discontinued on, a programme and has not transferred to another UEL programme, the Award Board will confer the highest award for which the student is eligible.

Honours degree – classification

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the current enrolment for the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

\[
\text{The arithmetic mean of the best 100 credits at level 3} \times \frac{2}{3} + \text{The arithmetic mean of the next best 100 credits at levels 2 and/or 3} \times \frac{1}{3}
\]

and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% - 100%</td>
<td>First Class Honours</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>Second Class Honours, First Division</td>
</tr>
<tr>
<td>50% - 59%</td>
<td>Second Class Honours, Second Division</td>
</tr>
<tr>
<td>40% - 49%</td>
<td>Third Class Honours</td>
</tr>
<tr>
<td>0% - 39%</td>
<td>Not passed</td>
</tr>
</tbody>
</table>

Honours degree – classification (A(E)L)

Where a student is eligible for an Honours degree, has non-UEL credit (accredited learning, experiential learning or recognised credit), and has achieved fewer than 240 UEL credits at level 2 or level 3 (but with a minimum of 120 UEL credits achieved at Level 2 or Level 3 including a minimum of 80 UEL credits achieved at
Level 3) on the current enrolment for the programme, the award classification is determined by calculating:

Credits

220 \(\text{mean of } + \) (mean of the best 100 credits at level 3)\(x\frac{2}{3}\) + (mean of the next best 100 credits at levels 2 or 3)\(x\frac{1}{3}\)

200 \(\text{mean of } + \) (mean of the best 100 credits at level 3)\(x\frac{2}{3}\) + (mean of the next best 80 credits at levels 2 or 3)\(x\frac{1}{3}\)

180 \(\text{mean of } + \) (mean of the best 80 credits at level 3)\(x\frac{2}{3}\) + (mean of the next best 80 credits at levels 2 or 3)\(x\frac{1}{3}\)

160 \(\text{mean of } + \) (mean of the best 80 credits at level 3)\(x\frac{2}{3}\) + (mean of the next best 60 credits at levels 2 or 3)\(x\frac{1}{3}\)

120-140 \(\text{mean of } + \) (mean of the best 80 credits at level 3)\(x\frac{2}{3}\) + (mean of the next best 40 credits at levels 2 or 3)\(x\frac{1}{3}\)

and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

<table>
<thead>
<tr>
<th>Classification</th>
<th>Percentage Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Honours</td>
<td>70% - 100%</td>
</tr>
<tr>
<td>Second Class Honours, First Division</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>Second Class Honours</td>
<td>50% -</td>
</tr>
</tbody>
</table>
Ordinary degree – classification

Where a student is eligible for an ordinary degree, the award classification is determined by calculating the credit-weighted arithmetic mean of all marks at level 2 and level 3 on the current enrolment for the programme and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification:

- 70% - 100% Distinction
- 55% - 69% Merit
- 40% - 54% Pass
- 0% - 39% Not passed

Foundation degree – classification

Where a student is eligible for a Foundation degree, the award classification is determined by calculating the credit-weighted arithmetic mean of all marks obtained for modules at level 1 or higher on the current enrolment for the programme and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification:

- 70% - 100% Distinction
- 55% - 69% Merit
- 40% - 54% Pass
- 0% - 39% Not passed

Aegrotat and posthumous awards

These may be conferred in accordance with the Manual of General Regulations and Policies.
Award name

In order to qualify for a named award, the student must have been enrolled on the programme and satisfied any award-specific requirements as detailed in the relevant programme specification.

Students not satisfying any award-specific requirements for a named award, but who are otherwise eligible for the award of an Honours degree or an Ordinary degree, are eligible for the named award from the following list most closely describing their programme of study. The name will be confirmed by the Award Board on the basis of pattern of student registration.

Single honours degrees

- BA/BSc Combined Studies
- BSc Combined Applied Health Sciences
- BA Combined Art and Design
- BA Combined Business Studies
- BA Combined Education Studies
- BA Combined Humanities
- BA Combined Legal Studies
- BSc Combined Psychological Sciences
- BSc Combined Sciences
- BA Combined Social Sciences
- BSc Technological Sciences
- BSc Technological Studies

Combined Honours Degrees

- BA/BSc X and\'with Combined Studies
- BA/BSc Combined Studies with X
- BA/BSc Combined Studies

Discontinuation of a student on a programme

A student cannot continue on a programme if the student has not achieved a pass in the reassessment of a repeated core module for that programme. Students who do not pass a core module at the fourth opportunity will not be able to continue with the named programme of study. The student may be offered transfer to an alternative programme.

Modular programmes - general

These regulations do not restrict penalties imposed for Breaches of Regulations:

TERMS and CONDITIONS

1. **STUDENT STATUS:** Students are expected to enrol by the first day of each academic session, or other starting date appropriate to their programme of study. There is no guarantee that their place will be held open beyond this date. Anyone
who fails to complete her / his (re)enrolment (including the payment of fees) by the
due date, as published in the fees policy, may forfeit student status and all rights
attaching to that status, including attendance and use of university facilities. This
shall apply whether or not a letter of exclusion is issued. If you are on a student
visa and do not enrol by the final enrolment date for your programme we are
required to report this to UK Border Agency (UKBA)

2. PROOF OF QUALIFICATIONS: Students are required, before they begin their
studies, to produce evidence of having satisfied the entry requirements for their
programme. Such evidence must be in the form of the original certificates or, in the
case of GC(S)Es, certified notifications of results from the examining body. All
qualifications must be in English or supported by an official translation. Anyone
discovered to have falsified or misrepresented her / his entry qualifications
and/or other associated information is liable to expulsion from the
University.

3. SUPPLEMENTARY TUITION: In addition to the normal curriculum requirements of
a programme of study, students who are considered to need supplementary tuition
in order to pursue their programme will be required to take additional study as
prescribed by the university.

4. UNIVERSITY REGULATIONS, POLICIES AND RULES: Students must agree to
abide by the various regulations, policies and rules applicable to them which are in
force at the time of their (re)enrolment and as amended throughout the duration of
their programme of study. Key documents * are available on the website: others
specific to particular areas ** will be distributed as students begin to use the
relevant facilities. The examples that follow are not exhaustive i.e.

   1. *Manual of General Regulations (incorporating, inter alia, regulations on attendance, procedures for academic appeals, assessment offences, complaints, disciplinary action, professional suitability); fees policy (including late payment charges and installment payments); equality and diversity policy statement; race equality scheme; disability equality scheme; gender equality scheme; personal dignity policy; network security policy; no-smoking policy; Student Charter UK Border Agency (UKBA) reporting requirements

   2. ** Specific programme requirements for attendance, assessment and additional charges: library rules; laboratory and workshop codes of practice).

5. DATA PROTECTION: It is the responsibility of students to supply and update promptly any change(s) to the data required for official recording and external reporting purposes including the requirement that the University must have at all times a student’s current address. By accepting the terms of admittance students consent to the processing of such data for any purposes connected with their studies or for health and safety reasons or for any other legitimate reason. Information held regarding students will only be released under the terms of the university’s notification under the Data Protection Act. These terms are consistent with our commitment to prevent fraud and the abuse of public funds.
6. **CHANGES TO SCHEDULED PROGRAMMES**: We reserve the right to modify and develop our advertised programmes (including the location of delivery) and to cancel a proposed programme if we reasonably consider this to be necessary. If the programme to which the student has been admitted is cancelled, the student may withdraw from the university without any liability for fees, or transfer to another programme on which a place is available and for which the student is suitably qualified. International students must seek advice from the International Student Advice team in the International Office in relation to any visa implications.
Map of Docklands (DL) Campus: NB an updated interactive map is available on the UEL web site